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Kay Lynn Humphrey

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**The relationships among non-teaching work experience, teacher
preparedness and student employability skills in Louisiana
Cooperative Office Education programs**

Humphrey, Kay Lynn, Ph.D.

The Louisiana State University and Agricultural and Mechanical Col., 1992

THE RELATIONSHIPS AMONG
NON-TEACHING WORK EXPERIENCE, TEACHER PREPAREDNESS
AND STUDENT EMPLOYABILITY SKILLS IN LOUISIANA
COOPERATIVE OFFICE EDUCATION PROGRAMS

A Dissertation

Submitted to the Graduate Faculty of the
Louisiana State University and
Agricultural and Mechanical College
in partial fulfillment of the
requirements for the degree of
Doctor of Philosophy

in

The School of Vocational Education

by

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May, 1992

DEDICATION

This dissertation is dedicated to my mother, Jerry Humphrey. Her gallant determination to win the battle against cancer in order to be at graduation served as my inspiration during graduate school.

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The accomplishment of this goal was reached through the support, assistance, and encouragement of many colleagues, friends, and family members.

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ABSTRACT

The objectives of this study were to: describe Cooperative Office Education (COE) coordinator's perceptions of their professional preparedness, determine COE coordinator's attitudes toward the value of occupational work experience, determine senior COE students' knowledge of employability skills, determine if relationships exists between the variables of COE students' knowledge, COE coordinator's number of hours and type of occupational work experience, the coordinator's perceived preparedness, the COE coordinator's attitude toward occupational work experience, and student and coordinator demographic variables, and determine which variables explain a significant proportion of the variability in the student's knowledge of employability skills.

Two questionnaires was administered to the population of 72 COE coordinators in Louisiana. An employability skills knowledge test was given to their 1034 students.

Findings indicated that over one-half of COE coordinators viewed themselves as "well prepared" or "very well prepared." The coordinators viewed occupational work experience as "valuable." The class mean knowledge of employability skills was 69% which was similar to findings in a previous study in other states. A low negative relationship existed between teachers' hours of occupational work experience and student's knowledge of employability skills.

Students whose instructors had legal secretarial work experience scored highest on the test. Student's race was the best predictor of student's knowledge of employability skills.

The researcher recommends that additional research be conducted to examine COE coordinator's attitudes toward the value of occupational work experience, to determine if there is an inverse relationship between hours of work experience and student's knowledge, to determine whether up-to-date work experience improves student's scores, to collect additional research regarding the various types of work experience. A recommendation for practice was made that COE coordinators' should improve their methods used in teaching Employability skills.

Chapter 1

INTRODUCTION

Background of Problem

The role of work experience in the preparation and education of business teachers is an issue that has concerned business educators for many years. Pioneer business teachers learned their subject matter from serving as apprentices. Therefore, the whole foundation of their training was based on work experience (Bartholome, 1989).

Certification requirements changed over the years, and eventually the four year academic degree became the major requirement for entering the teaching profession (Policy Statement No. 24, 1989). A specified amount of work experience has remained as a requirement for certification and is commonly recognized as an important means of reinforcing and enhancing the academic preparation of business teachers (Policy Statement No. 24, 1989).

Many organizations, instructors, researchers, and administrators are advocates for required work experience. According to the Policies Commission for Business and Economic Education (PCBEE), work experience provides opportunities for business teachers to perform tasks in actual work environments through applications of academic preparation (Policy Statement No. 24, 1989). Frederick G. Nichols, who is known as the

"Father of Business Education," described the value of work experience:

I, for one, firmly believe that work experience of the right sort, under the right conditions, by the right teachers and trainees does result in understanding of work conditions which can be acquired in no other way. (Nichols, 1953, p. 184)

Research by Swartz and Vivekanathan (1975), revealed that administrators perceived trade experience to be the most significant factor in teacher effectiveness. Bartholome (1989) reports that business teachers must have relevant occupational experience in the area taught to be successful.

For vocational teachers in particular, the National Commission on Secondary Vocational Education recommends that "Certification of all teachers should include both an academic program and work experience record of a proven mastery in their field" (Dubravcic, Chinien, and Pratzner, 1986, p. 9). In a study evaluating occupational work experience, Eggland (1978) concluded:

While little research is in evidence regarding the nature, purpose, or value of occupational experience to the vocational teacher, opinion abounds within the literature that seems to support the need for occupational experience as a pre-teaching requirement. (p. 12)

After researching the history of vocational education, Barlow (1976) stated:

One of the most difficult problems in teacher education has been the relationship between trade experience and academic training. There are many evidences of narrow interpretation and throughout the years the relationship has been beset with conflict. (p. 237)

According to Norman-Nunnery (1987), studies examining the relationship between vocational teacher certification requirements and teacher effectiveness have yielded both positive and negative correlations. After completing a study about professional preparedness and occupational work experience in occupational home economics, Norman-Nunnery (1984) recommended that research be done to ascertain what types and quality of occupational experience contribute to teacher preparedness.

Musgrove (1968) found no significant relationship among technical training, college experience, and teacher performance when electronics teachers were rated by their students. Brown's (1975) investigation of 30 business teachers' effectiveness based on students' and supervisors' evaluations found that no significant relationship existed between years of non-teaching work experience and teacher effectiveness.

Louisiana, like many states, requires that vocational business teachers and Cooperative Office Education coordinators have one year or 2,000 hours of related non-teaching work experience to meet certification requirements for secondary teachers. If evidence exists in various vocational areas that there is no significant relationship between work experience and teacher effectiveness, then why is occupational work experience still a requirement? Is the Louisiana business teacher's effectiveness enhanced by 2,000 hours of work experience or should the requirement be changed or dropped? This study has been designed to answer these questions.

Need For The Study

The role of work experience in business teacher education preparation has not been studied as it has in some other areas of vocational education. The Louisiana State Department of Education funded a project in 1990 to study business education teacher certification. To discover teachers' perceptions of certification requirements, a questionnaire was developed and mailed to business teachers in the state of Louisiana. The business teachers were questioned about related occupational work experience. Through open-ended questions, the teachers were asked how many hours of work experience they felt were necessary for certification, what types (part-time, full time, related, unrelated) of work experience should be accepted, and what their recommendations

for the recency of the work experience were (Kotrlik, Tassin, & Humphrey, 1990).

The study by Kotrlik, et al. was not designed to determine the effect of work experience on learning outcomes. The research proposed herein is needed to examine how work experience affects business teacher effectiveness.

Statement of the Problem

The purpose of this study was to determine if a relationship exists between non-teaching work experience and the effectiveness of secondary cooperative office education teachers in Louisiana as measured by student's knowledge of employability skills.

The objectives were to:

1. Describe how cooperative office education teachers perceive their professional preparedness as measured by the Teacher Preparedness Scale (Way & Dougherty, 1981).
2. Determine cooperative office education teachers' attitudes toward the value occupational of work experience as measured by the Teacher Occupational Experience Attitudes Scale (Rask & Wyatt, 1976).
3. Determine senior cooperative office education students' knowledge of employability skills as measured by the Employability Skills Test (Nash & Buckmand, 1981).

4. Determine whether differences exist between the cooperative office education students' knowledge of employability skills by their teacher's number of hours and type (occupational title) of occupational work experience.
5. Determine if a relationship exists between the amount of the teacher's occupational work experience and the following variables: teachers' perceptions of their professional preparedness, teachers' attitude toward occupational work experience, and students' knowledge of employability skills.
6. Determine if a relationship exists between the student's knowledge of employability skills and the variables of teacher's occupational work experience, teacher's perceptions of their professional preparedness, the recency of the work experience, age of the teacher, race of the teacher, race of the students in the class, the average Louisiana Education Assessment Program (LEAP) test score for the class (math and language sections), the mean number of years in either Home Economics, Agriculture, Industrial Arts, or Marketing class(es).
7. Determine if selected variables explain a significant proportion of the variability in student's knowledge of employability skills. The

variables used in this study were teacher's occupational work experience, teachers' perceptions of their professional preparedness, and selected demographics of recency of work experience, type of work experience, age of teacher, race of teacher, race of students in the class, and average Louisiana Education Assessment Program (LEAP) test score for the class (math and language sections), number of years in Home Economics, Agriculture, Industrial Arts and Marketing Education class(es).

Operational Definitions

The following operational definitions of terms are used throughout this study:

Cooperative Office Education (COE)--a cooperative work and training program for high school seniors who are preparing for employment in office occupations. Through the cooperative efforts of the teacher-coordinator and the employer, the student receives academic and vocational instruction and practical, on-the-job training related to his/her individual job needs and career goals (Louisiana Department of Education, 1973).

Related occupational work experience--work experience employing some of the same work skills as would be used in the occupation being taught (Bureau of Occupational Education Research, 1978).

Professional preparedness--teachers' perceived ability to plan, implement (including instructional duties), and evaluate cooperative office education programs as measured by the Way and Dougherty Professional Preparedness Scale (Way and Dougherty, 1983).

Types of occupational work experience--the kind of non-teaching position(s) in which the teacher was employed. Examples include medical, legal, accounting, receptionist, etc.

Teaching effectiveness--the degree to which one has facilitated student achievement of educational goals (McKeachie, 1986).

Significance of the Study

The results of this study will benefit the field of business education and state departments of education across the United States by contributing information to the body of knowledge regarding which variables explain a significant proportion of student knowledge. Prior to the study, the research in business education was limited to two studies completed in the early 70s.

The results of the study can be used to help update certification standards in regard to the number of hours of related work experience that is necessary for a cooperative office education teacher to be effective. In addition, the type(s) of occupational work experience identified in this study which are more advantageous to the effective cooperative

office education teacher may be used to design work experience requirements.

Chapter 2

RELATED LITERATURE

Introduction

The importance of certification cannot be underestimated since a quality vocational program reflects the standards necessary to enter the profession. Thus, certification can be described as the jugular vein of the education (Miller and Roehrich, 1977).

Cotrell (1970) points out that certification requirements for nonvocational teachers are typically consistent for subject fields within and among states. However, in vocational education there is considerable diversity in certification standards and requirements. He notes that certification requirements are different for trade and industrial teachers, business education teachers, and agriculture teachers within the same state.

The uniqueness of vocational teacher certification is that teachers must be certified as to their occupational proficiency as well as their ability to teach. Frequently, certification standards for vocational teachers are based upon the completion of several years of occupational experience.

This chapter will focus on the background of certification, certification standards in vocational education and specifically in business education, the purpose and value

of occupational work experience, and how work experience influences teacher effectiveness.

Certification

Certification has been defined as the validation by a state board of education that a person has the required educational course work, experience, and personal characteristics considered necessary to instruct in a given subject area (Miller, 1982). Stinnett (1968) and Dubravcic, et al., (1986) describe certification as the process of giving legal sanction to teach. These authors describe certification as a means for protecting students from unqualified teachers.

Dubravcic, et al. (1986) describe a secondary function of licensing--to help regulate the supply and demand of teachers by raising and lowering standards as appropriate. Regardless of the demand for teachers, it is critical that standards be established to prescribe minimum professional and experiential standards for persons receiving vocational teaching certificates (Miller and Roehrick, 1977).

The Colonial Period

Certification for teachers in the public schools has existed in some form for over a century. In colonial times, procedures for licensure were haphazard or nonexistent. Procedures varied with control belonging to towns, churches, governors, or even the Bishop of London (Stinnett, 1968). When the state governments gained independence, the laissez-faire colonial practices were continued by placing authority

for the training and licensure of teachers with local school officials. Teacher licenses were valid only in the school employing the teacher. Problems of nepotism, low standards, and incompetence were common (Stinnett, 1968).

Graham's study (1933) of the evolution of business education concludes that very little is known of the education and practical qualifications of the teachers of business education or of the writers of the textbooks during the colonial period. It is probable that teachers relied on private instruction, crude textbooks, apprenticeship training, and actual work experience for learning.

The Early National Period

The years 1775 to 1860 is referred to as "The Early National Period." Because of primitive pioneering conditions, educational expansion was very limited. During the middle and later decades of the nineteenth century, teachers of business subjects were a diverse group who had secured their training in various ways. Training could be received in the same type of institution in which they were called upon to teach, in the business office, or through self-instruction (Haynes and Jackson, 1935).

Teachers' Association and the Normal School

The formation of state education associations in the early 1850s and the National Teachers' Association (now National Education Association) in 1857 contributed greatly to

establishing standards for certification through standards for membership (Stinnett, 1968).

The establishment and development of the normal school were also significant because it represented teacher education as it is today. The practice of gaining certification upon completion of a degree was established by the normal school (Stinnett, 1968).

The End of the Nineteenth Century

From 1860 to 1900, rapid expansion in private business colleges occurred. However, little progress was made in educating teachers. During this period of history, business teachers can be grouped into four different categories (Hill, 1924).

The first group had no specific preparation in the area and studied two chapters ahead of the class. The second type was a high school graduate with a few months of business training in stenography and bookkeeping. The third type was a university school of business graduate who had excellent preparation for the higher phases of business activities, but lacked training in teaching activities. The last group consisted of graduates of normal schools who took the required normal course and a course or two in business subjects. None of these groups were adequately prepared to teach business courses (Hill, 1924).

New York passed laws between 1864 and 1894 that vested authority in the state superintendent to revoke certificates,

to grant certificates upon graduation from college and three years experience, and to validate normal-school diplomas for other states. By 1898 only three states had centralized certification; thirty-six states had a combination of state and county authority; and four states still gave the authority to the county. Substantial, but slow, gains were made and by 1967, complete centralization of certification existed in all but nine states.

From 1900 to 1922

The two decades between 1900 and 1922 served as an awakening period for business education. During these years, there began to be a realization of the importance of business education and of providing better training for teachers. Special schools of commercial courses were established by the Universities of California, Pennsylvania, Michigan, and Wisconsin, and New York City (Haynes and Jackson, 1935).

Between 1900 and 1920, 30 normal schools professed to prepare business teachers. Bartholome (1989) reports that only six of those schools were really making a serious effort to prepare teachers for the public school based on their academic, professional, and technical education offerings.

From 1922 to 1940

The period from 1922 to 1940 saw small strides in business teacher education. By 1929, only 20 percent of degree granting universities provided courses in business teacher education. However, teachers' colleges were organized

primarily for the training of elementary teachers. A few courses in business education were offered in addition to the regular curriculum (Graham, 1933). Haynes and Jackson (1935) report that teachers did not receive proper training for teaching business courses because few courses were offered in the discipline. Bartholome (1989) noted that by the end of 1930, there was a trend toward providing business teachers with academic and appropriate professional education as well as the technical subject matter.

By 1957, business teachers nationally were certified to teach only after completing four years of preparation for teaching in an accredited college or university. In some instances, permanent certification required a fifth year of college (Bartholome, 1989).

1970s to present

Severe inflation in the 1970s and early 1980s, the back-to-the-basics movement caused by the Nation at Risk report, and small enrollments at some schools have caused many business teacher education programs to be dropped. However, the late 80s showed fewer business teacher education programs being eliminated (Bartholome, 1989).

Because of a shortage of teachers, many states have moved to alternative ways of certifying teachers such as vocational certification or certification in single subject areas. The candidates may be excellent in the subject matter but have no interest in students or no knowledge of how to teach

(Bartholome, 1989). Dubravcic, et al. (1986) reports that all states require a bachelor's degree in order to obtain a teaching license, but most states have some mechanism whereby teachers can actually begin a teaching career without a bachelor's degree.

Bartholome (1989) strongly criticizes vocational accreditation. Many states allow people with six or more years of industry experience to teach with a provisional vocational certificate while acquiring educational pedagogy. The major criticism is that the teacher may take three years to complete the educational pedagogy. During this time, the teacher has been in the classroom without the understanding of how to teach.

Certification standards remain the decision of each state and vary based on the vocational area and the state's needs. Variances include the vocational areas tested, the competency tests used, standards for passing the competency test, number of professional education hours required, and requirements for occupational work experience (Kotrlik, et al. 1990; Larsen, 1989).

To further illustrate differences in certification, Miller (1982) describes a wide variety of types of certificates that exist across the nation. Examples include: sub-standard, emergency, limited, temporary, probationary, provisional, general, regular, continuing, permanent, and life. Sub-standard, emergency, limited, temporary, and

probationary refer to certificates that are issued on a restrictive basis and usually for a short period of time (one school session). According to the Louisiana State Department of Education (1985), a temporary certificate may be issued if there is no "certified, qualified, competent, and suitable person available." General and regular certificates may be received by completing preset standards set by the state or certifying body.

Permanent or life certificates are typically based on the number of years of teaching experience and level of education. A "Type A" certificate is awarded to teachers who have a Master's degree and have completed five years of teaching experience (Louisiana Department of Education, 1985).

Vocational Certification Requirements

Certification requirements for vocational teachers in the United States are typically divided into four major parts-- education, technical requirements, and occupational experience in the specialty area, and competency in teaching (Burrow and Groneman, 1976; Larsen, 1989; Miller 1982; Ricciuti and Resnick, 1987). Variance among the states can be found in all three areas. Gillie (1973) criticizes certification requirements by stating:

The accumulation of a predetermined number of years of work experience or attainment of a certain degree does not insure competency in the teaching of an occupational subject. Yet these elements

(academic background and work experience) have become the heart of certification, probably because of the ease with which they can be identified and cataloged. (page 183)

Resnick and Garner (1977) examined the standards on a national level for certification in agriculture, marketing, home economics, health, and technical education. The researchers found that the range of academic semester hours required was between 72 and 117 for initial certification. The academic preparation requirements for agriculture, marketing, and home economics areas were higher than health, technical, and trade and industry education. The areas of trade and industry, technical, and health education that required less academic preparation required closer to eight years of occupational work experience as opposed to one to three years required in the other fields.

Work experience requirements ranged from one to eight years depending on the state, its needs, and the vocational area. Certification standards may be lowered to adjust for teacher shortages (Resnick and Garner, 1977). Duenk (1990) studied certification requirements for Trade and Industry education teachers in the United States, Puerto Rico, and the Virgin Islands by comparing printed certification requirements. His findings regarding work experience agreed with Resnick and Garner's findings.

Trade and Industry teachers who had completed high school were required to have a mean of 9,404 clock hours of work experience. Teachers who had completed two years of postsecondary education were required to have a mean of 6,226 clock hours of work experience. Teachers who had completed a bachelor's degree were required to complete the lowest amount of work experience--a mean of 4,898 clock hours (Duenk, 1990).

Business Education Requirements

In Kotrlik, et al.'s study (1990), business education state supervisors in the United States, the District of Columbia, and the Virgin Islands were questioned about their certification requirements. Based on a return rate of 98%, 17 states reported that the requirements for general education courses varied from college to college, and their state had no specific requirements for general education courses. A mean average of 46.8 general education hours was reported by the other states in the study. An average of 37.2 semester hours of business technical courses was required. Louisiana currently requires a minimum of 36 hours of business technical courses (Louisiana Department of Education, 1985).

Approximately one-half (26) of the states in the study required competency-based testing. However, a variety of competency-based tests were used including the National Teacher Examination (NTE), the National Occupational Competency Testing Institute Test, the Pre-Professional Skills

Test, and state-developed tests. Louisiana requires that teachers take the NTE.

In Larsen's study (1989) of State Departments of Certification in the fifty states and the District of Columbia, reported that the general education and business education requirements ranged from 20 to 60 semester hours. The professional education range was from 20 to 33 hours with a mean of 22.11. Student teaching requirements varied from 3 to 12 semester credit hours.

The researcher also found that 27 of the 45 states require a specific number of semester hours of general education, professional education and business education. Nineteen of the responding states required graduation from an approved institution.

The Philosophy of Vocational Education

The "Sixteen Theorems on Vocational Education" developed by Prosser (1925) serve as landmark vocational education philosophy. The seventh theorem reads:

Vocational education will be effective in proportion as the instructor has had successful experience in the application of skills and knowledge to the operations and processes he undertakes to teach. (page 200)

A work experience requirement for vocational teacher certification is an area of agreement among the fifty states. The requirement for valid work experience has been a cornerstone of certification from the beginning of vocational

education. The Smith-Hughes Act of 1917 stated that only persons with practical experience would be able to teach in federally funded programs. In all 50 states, occupational work experience remains a certification requirement for at least one of the vocational service areas (Miller, 1982).

The Purpose Of Business Education

Perhaps to appreciate fully the purpose of work experience in certification, a look must be taken at the purpose of business education. The Policies Commission for Business and Economic Education has released policy statements about business education and its purpose over the last 30 years. This authority states that the mission of business education is (Policy Statement No. 37, 1989, p. 60):

1. To educate individuals **for** business which refers to making students financially self-sufficient citizens. To educate individuals **about** business which includes giving instruction for learning how the private enterprise system functions and how one fits into the system.
2. To provide a continuous program of planned learning experiences designed to equip individuals to fulfill effectively three roles:
 - a. to produce and to distribute goods and services as workers.
 - b. to use the results of production as consumers.

- c. to make intelligent socioeconomic decisions as citizens.
- 3. To provide career information that helps students relate their interests, needs, and abilities to occupational opportunities in business.
- 4. To provide educational opportunities for nonbusiness students to gain knowledge, skills, and attitudes needed to function effectively in their careers.

To accomplish the mission, the Policies Commission believes that business educators and education associations must be involved in formulating the requirements for business teacher certification to assure that business teachers are qualified to teach business courses. In addition, the Commission believes that business educators must develop alliances with business firms, labor organizations, and professional associations to develop programs about business. The Commission also believes that occupational work experience enhances the teacher's ability to accomplish business education's mission (Policy Statement No. 24, 1989).

The Role of Work Experience

Early business teachers in the United States had work experience as their only credential for obtaining a teaching position. These teachers were recruited from business into the classroom without formal education. As programs developed, demands were made for business teachers to receive

academic preparation in compliance with teachers of other disciplines (Policy Statement No. 24, 1989).

In 1979, the Policies Commission for Business and Economic Education released a policy statement about the role of work experience in the preparation of business education teachers. While the four-year academic degree is the basic requirement for entering the business teaching profession, work experience is viewed as a method to enhance and reinforce what the student learns in the classroom. The Commission feels so strongly about the importance of related work experience that they recommended that state teacher certification agencies should include it as a requirement for the certification of all teachers and for the renewal of those certificates (Policy Statement No. 24, 1989).

In a separate policy statement about the preparation and certification of business teachers, the Commission reports that firsthand knowledge of business activities and requirements for employment is essential for all business teachers (Policy Statement No. 15, 1989). The Commission supports the philosophy that one cannot teach skills that one has not personally developed or performed.

One of the primary objectives of business education is to prepare students for entry level employment in business and industry. Therefore, business teachers must be masters in their occupational field, as well as teaching professionals. In 1984, the National Commission on Secondary Vocational

Education recommended that "certification of all teachers should include both an academic program and work experience record of demonstrated mastery in their field" (Dubravcic, et al. 1986, page 10).

In a 1990 national survey conducted by Louisiana State University, business education state supervisors reported that the work experience requirements among the states ranged from 0-4,000 hours. The average number of hours of occupational work experience required for business teachers in the United States is 1665.09. Marketing state supervisors in the United States reported that from 0-6,000 hours of occupational work experience was required with the average requirement for marketing teachers being 2,840 (Kotrlik, et al., 1990).

Purposes of Work Experience

Many objectives of occupational work experience are described in the literature. According to various sources, the teacher and his/her students and colleagues receive benefits from work experience. In addition, the classroom, the school, and the community also profit from the teacher's experience.

Teacher Benefits

Occupational work experience benefits the teacher by giving a sense of confidence (Eck, 1969; Jones, 1973; King, 1986). For example, the teacher gains confidence in presenting subjects and developing skill in clerical areas by participating in an office routine, handling telephone calls

and taking dictation. Their business skills and abilities are strengthened by their knowledge of current business procedures. King (1986) also found that work experience enables the teacher to develop, improve, apply, and integrate technical competencies into the classroom setting.

According to studies by the Commission for Business and Economic Education (Policy Statement, No. 37, 1989, p. 60) and by Jones (1973), occupational work experience helps a teacher develop human relations skills that help in the association with fellow workers, supervisors, and students. The human relations skills that the teacher learns on the job should be taught to students to help them succeed in the business world.

Burrow (1976) states that work experience allows the teacher to experience the actual stress, pressures, frustrations, and sense of achievement that is part of every job for which students are being trained. Such experience could enable teachers to teach the important concepts of stress and time management in an authentic manner. Another value of work experience is that it allows the teacher to formulate realistic concepts of career opportunities for students and give better career guidance to students (Goodrich, 1970; Jones, 1973).

Student Benefits

A student's confidence in the teacher is enhanced by the teacher's work experience. According to Eck (1969) a student can progress from the learning phase of skill and technique to

develop the necessary thinking skills based on the teacher's work experience. Personal work experience examples and situations discussed in class help to make the class more interesting and realistic to the students.

Classroom Benefits

Occupational work experience enriches the teacher's classroom effectiveness by helping the teacher relate classroom instruction to job performance (Lacy, 1973; Policy Statement No. 24, 1989). The Washington Research Coordinating Unit completed a study on internship (1972) in which 10 teacher-coordinators and 10 business and industrial firms participated in an exchange program. Each of the firms provided one person who taught 90 hours of classroom instruction. The teacher-coordinators who represented all vocational service areas spent 90 hours in the sponsoring exchange business/industrial firm. The teachers spent specific amounts of time in the firm on a flexible scheduled bases, and were provided opportunities to become involved in various operations of the firm. The Washington Research Coordinating Unit found that teachers with related work experience made their particular discipline more appropriate for students. As a direct result of the occupational work experience, realistic criteria for student performances could be established.

In addition, work experience positively effects teaching methodology (Loos, 1982). Teachers who have worked in their

occupational area are better equipped to instruct students. According to Norman-Nunnery (1987), and the Washington Research Coordinating Unit study (1972), cognitive, affective, and psychomotor objectives needed by students can be enhanced by the vocational teacher's work experience.

The Commission also maintains that work experience will enable the teacher to obtain information about current business practices, standards, and equipment (Policy Statement No. 24, 1989). In an ever changing world of technology, occupational work experience is perhaps the most realistic method for an instructor to remain current and to keep business curriculums correlated with up-to-date business practices and equipment (Oakey, 1986).

Community Benefits

The work experience requirement allows the teacher to promote an understanding of the community and build a good community relationship. Through work experience, the teacher can learn what equipment employers are using and what equipment and skills the employer expects business education to teach. This enables the teacher to better meet the employment needs of the community (King, 1986). An unanticipated outcome in a study completed by Meyer (1967) was excellent rapport was established between the marketing education program and the business community through internships.

According to Loos (1982), a teacher with related work experience improved the role of advisory committee. Insights that the teacher gained from work experience allowed him or her to better utilize the advisory committee to help the school keep abreast of the needs of business. Moss (1971) points out that when teachers gain knowledge and skill through work experience, the public investment in space and equipment is reduced and the teacher can earn money while learning.

The literature reports a general consensus that work experience is a vital part of teacher education and certification. Researchers in the area of vocational education and business education in particular have supplied many purposes of work experience that support their position. Vocational teachers seem to agree with the researchers. In Norman-Nunnery's 1984 study of occupational home economics teachers, the teachers had generally positive perceptions about the value of occupational experience.

Forty-one percent of the Louisiana business teachers (n=296) who participated in the 1990 survey recommended that 1,000 hours of work experience should be required for certification while 31 percent felt that 2,000 hours should be required. Thirty-seven percent of the Louisiana marketing teachers felt that 2,000 hours of work experience should be required (Kotrlik, et al., 1990).

In a study of Vocational Technical Industrial Education (VTIE) programs completed by McMurry, Trott, Meaux, & Garrett

(1986), the researchers found that Louisiana required between four and six years of occupational experience for their VTIE instructors which was in line with the national average standards of four years. When instructors (n=309) and administrators (n=99) in the study were asked whether the standards should change, approximately two-thirds of both groups felt that it should remain the same. Of those instructors and administrators who felt that it should change, most felt it should increase rather than decrease. Sixty-two percent of the VTIE secondary and post-secondary instructors surveyed felt there should not be a provision for waiving the work experience requirement.

A follow-up study of this 1986 research was completed by McMurry in 1990 to determine current certification practices and to determine changes that were anticipated because of reform movements such as the Holmes Group, Carnegie Report, or Nation at Risk. The work experience requirement for standard VTIE certification for secondary instructors ranged from 0 to 12 years. The instructor with a bachelor's degree work experience requirement ranged from 0 to 8 years, whereas the high school graduate's work experience requirement ranged from 1 to 12 years. The amount of work experience required fluctuated with the level of education achieved.

Thirty states in McMurry's study (1990) reported that changes to their certification requirement had occurred between 1986 and 1990. Fifteen states reported that revisions

would occur within the following three years. The most changed component of certification was the educational requirement that was increased by 49% of the states. The semester hour mean of VTIE professional courses ranged from 17.58 to 21.83 (McMurry, 1990).

Acquiring Occupational Work Experience

An important question regarding work experience is how and when should it be acquired. According to the Policy Commission for Business and Economic Education, work experience at any level contributes to the preparation of a business teacher. Therefore, it can be obtained by the teacher while a student in high school, undergraduate, or graduate school (Policy Statement, No. 24, 1989).

In addition, the work may be obtained through part-time or full-time jobs that may or may not be related to the field (Policy Statement No. 24, 1989). Seventy-three percent of the Louisiana teachers surveyed agreed that any combination of part-time and full-time work should be accepted for the work experience requirement (Kotrlik, et al. 1990).

Bell's findings in the study of certification requirements for trade and industry, health occupations, and technical education are that occupation work experience should be directly related to the occupation to be taught (Bell, 1983). Similarly, Kotrlik, et al.'s study of Louisiana business and marketing teachers recommended that all work experience be related to the area of certification. Over half

of the Louisiana business instructors (n=296) and marketing instructors (n=74) surveyed (52.4% and 55.4% respectively) felt that only related work experience should be accepted for certification (Kotrlik, et al., 1990).

The Policies Commission for Business and Economic Education (Policy Statement No. 24, 1989), Norman-Nunnery, (1984), and Goddard (1970) conclude that the most meaningful experiences come from well-planned and supervised work experiences. The Louisiana study of business education teachers verifies this by recommending that two clock hours of work experience be accepted for each clock hour of college internship (Kotrlik, et al. 1990). The Commission adds that related work experience that occurs closest to the beginning of the teaching career seems to be the most meaningful (Policy Statement No. 24, 1989).

Duenk (1990) found that 23 states had regulations for recency of work experience written into the certification requirements for Trade and Industry teachers. Other states consider occupational recency in hiring practices based on local school divisions or SDE discretion. Florida had the least restrictive regulation which required six weeks of occupational experience in the past two years. Virginia reported the most restrictive requirement which required that all work experience (12,000 hours) be within the last ten years. Louisiana, Ohio, and South Dakota based recency requirements upon the amount of educational background.

Moss (1971) contends that a viable alternative is cooperative education programs. The student may be expected to spend from one to two years of a five-year teacher education program in supervised work experience for which he receives college credit. Benefits that the researcher notes include:

1. Individual student requirements can be satisfied by selecting the type of job activities that will meet the student's needs. The job activities can provide highly specialized in-depth experiences or be drawn from a wide range of occupations, occupational clusters, or occupational fields.
2. On-the-job experiences can be articulated with in-school experiences and analyzed to emphasize their instructional significance;
3. Firms can be chosen that use state-of-the-art equipment and modern practices to insure that future teachers will start their profession by being technologically ahead in their field.
4. The increased liaison with the business and industry will be profitable to teacher education programs and staff (page 55).

Problems

Genuine problems are associated with requiring occupational work experience for certification. One of the major problems involves the teacher's time. Education degrees

now include a rigorous plan of study that usually requires more than four years to complete. Certification requirements that add from six months to two years of occupational work experience may discourage students from choosing education as a field of study (Dubravcic, et al., 1986).

Meyer (1967) raises the issue of establishing criteria for evaluating the occupational experience. Some work experience may be poor, untypical, or nonrepresentative. How can this type of work experience be compared with good, typical, and representative work experience?

Beasley (1971) predicts that perspective teachers who have an opportunity to work in business and industry may be lured away from the profession by more attractive salaries and opportunities. Ironically, a requirement for certification may actually give encouragement to leave the teaching profession.

Even though cooperative work experience eliminates a considerable amount of public expense, its usage adds considerable staff time, staff effort, and extra expense on the part of the employing firm. In addition, the availability of suitable job training stations is restricted by geographic location, the state of the economy, and the labor market. For example, a limited geographic area or a sluggish economy could reduce the quality of cooperative work experience (Beasley, 1971).

The updating of occupational work experience may be another problem. Currently, colleges or certifying agencies require the prospective teacher to have occupational work experience to graduate or be certified, but there is no consideration given to acquiring additional work experience during the teaching career to insure that the teacher keeps their knowledge and skills current.

After studying certification in the 50 states, Miller and Roehrick (1977) concluded that each state should have some mechanism that requires up-dated work experience through summer employment, special workshops or, business/industry training. A poll conducted by The Balance Sheet (1988) of 3,333 of its readers showed that only one-third of those responding had worked in an office environment during the past two years. The field of business is so dynamic that some aspects of related work experience may quickly be out of date.

Requiring that teachers update work experience may cause a vicious circle of problems. As it was in initial certification, the element of teacher's time may be a problem in updating certification. Vocational teachers are often ten-month employees; vocational technical teachers may be twelve-month employees. When will the teacher be able to update work experience?

What is the teacher's incentive for updating work experience? Satisfying degree requirements may move the teacher up a step on the pay scale. However, updating work

experience offers no monetary reward and currently isn't required to maintain certification. Are improving occupational competency, updating skills, and knowledge reward enough to give up much needed vacation time? Dubravcic, et al. (1986) describe the preparation time for vocational teachers as greater than what most are willing to undertake, especially when the return on the investment is considered.

How Much is Enough?

Although researchers, administrators, teacher educators, departments of education, and teachers agree that occupational work experience is important, an area of disagreement is the number of hours that should be required. No right answer seems to exist.

After completing dissertation research regarding the relationship of work experience and beginning teacher effectiveness, Ellis (1968) recommended that every business teacher complete at least ten weeks of full-time work experience before beginning a teaching career and that additional and varied related work experience should be secured at reasonable intervals throughout the business teacher's career.

Burrow and Groneman (1976) recommended that occupational experience requirements for vocational education teachers be based on needed competencies rather than the length of work experience. They report that "it is conceivable that a perceptive teacher without work experience may have 'caught'

more of the essence of current business from daily contact and professional reading than some plodder with 10 or even 15 years of experience" (pages 16-17).

After studying the relationship between work experience and teaching effectiveness of vocational office education teachers, Brooks (1971) concluded that vocational office education teachers should not be required to complete hours of related work experience beyond the 2,000 minimum until the value of work experience can be substantiated through further research.

Covey's (1973) research substantiates the philosophy that different amounts of work experience are necessary for different areas of vocational education. The respondents in his study were teacher-educators, administrators, and teachers in the states of Illinois, Indiana, Michigan, Minnesota, Ohio, and Wisconsin. The 139 respondents endorsed the following work experience requirements: agriculture teachers, one or two years; business teachers, one or two years; marketing, two, three, or five years; health occupations teacher, two or three years; technical education teachers, two or three years of experience; trade and industry teachers, three, four, or five years of experience.

The Policy Commission for Business and Economic Education did not state in either of their related policy statements what they considered the appropriate number of hours (Policy Statements No. 15 and 24, 1989).

In a national survey of certification requirements, Resnick and Garner (1977) found that work experience requirements for vocational teachers range from one to eight years. Bartholome (1989) concludes that the number of hours of work experience is not as important as the quality of experience provided. The Policies Commission describes quality work experience as well-planned, supervised work experience that is related to the teacher education program (Policy Statements No. 24, 1989).

Kotrlik, et al. (1990) found the range of hours of work experience required on a national basis varied from 0 to 4,000 in business education and 0 to 6,000 in marketing education. McMurry, et al. (1986) found that between 8,000 and 12,000 hours were required nationally for Vocational Technical Industrial Education teachers.

Work Experience's Link to Teacher Effectiveness

Ironically, as important as researchers, administrators, teachers, and students believe related occupational work experience to be, researchers have had a difficult time establishing a clear and consistent statistical link between work experience and student performance or teacher effectiveness. Studies conducted by Ellis (1968), Finch (1969), Swartz and Vivekananthan (1975), and Norman-Nunnery (1984) illustrate this point.

Ellis (1968), studied the amount of occupational work experience that a beginning business teacher should have.

Business teachers were divided into two groups, one group had over one year occupational work experience and the other had less than one year's occupational work experience. When Ellis (1968) compared the groups, one of the major findings of the study was that business teachers with related work experience were given significantly higher ratings of teaching success by their supervisors than were business teachers without related work experience. However, business teachers with more than one year of related work experience were not given significantly higher ratings of teaching success than were business teachers with one year or less of related work experience. Ninety-three percent of all the business teachers participating in the study recommended related work experience for all business teachers.

Swartz and Vivekananthan (1975) compared the ratings from five sources (one school administrator, one supervisor, two teacher-peers, one self-rating, and one class of students) for 72 instructors. The researchers found that trade experience and professional education did not contribute to teaching effectiveness of trade and industrial education instructors according to the students, colleagues, or the combination of the five rating groups.

Norman-Nunnery's study of home economics teachers (1984) examined the relationships among occupational work experience, teacher's perceived professional preparedness, teachers' perceptions of the value of occupational experience, and the

education-related attainments of their students. Respondents to the home economics survey had from zero to 4,000 clock hours of work experience. Findings of the study showed there was no significant difference between teachers' professional preparedness and the amount of their occupational experience. Actually, teachers with zero hours of work experience viewed themselves as "very well prepared" to plan, implement, and evaluate secondary occupational home economics programs. Teachers with 1,000, 2,000, 3,000, and 4,000 hours of occupational experience indicated that they were only "well prepared."

When examining the relationship between teachers' occupational work experience and their perceived value of occupational experience, Norman-Nunnery (1987) found there was no significant difference among the different amounts of work experience. Those teachers with zero hours of work experience viewed occupational work experience only slightly less than the other groups. However, statistically there was no difference among the groups.

Norman-Nunnery (1987) found a significant difference between home economic students' knowledge and the amounts of occupational experience their teachers had. Students of teachers that had 1,000, 2,000, and 3,000 hours of experience had significantly higher mean knowledge scores than students of teachers requiring 0 or 4,000 hours of work experience.

Also student attitudes toward work were significantly more positive when their teachers had 0, 1,000 or 2,000 hours of work experience than those who had 3,000 or 4,000 hours (Norman-Nunnery, 1987).

Finch (1969) studied the vocational areas of machine shop, drafting, electronics, and graphics arts instructors attending four summer workshops conducted by the Department of Vocational Education at Penn State. The purpose of the study was to determine the relationships between teachers' backgrounds, personal and interpersonal values, and their attitude toward teaching. The conclusion of the study was that the relationships between the teacher's backgrounds and values and their attitude toward teaching were "not strong relationships."

Brown (1975) conducted a study involving 30 general business teachers in East Tennessee to determine the relationship between student and supervisor evaluations of the teaching effectiveness. Brown asked 30 students in the general business classes to complete a performance specimen checklist on observed behaviors of the teachers. The teachers were asked to complete background information about their total years of teaching experience and the number of years in teaching general business. In addition, the teacher's immediate supervisor was asked to complete a supervisor's rating scale. The supervisor rated the teacher on classroom

performance, personal qualifications of the teacher, and professional preparation.

Brown (1975) describes an effective teacher based on a list of 26 critical requirements for a teacher of basic business class that was compiled through a literature review. She reports that the backgrounds of the most effective teachers as evaluated by the students were not significantly different from the least effective teachers when compared according to years of teaching experience, years of teaching general business, and years of outside work experience.

When the most effective teachers were compared to the least effective teachers by the supervisors on the same basis, there was a slight difference. Brown found there was no significant relationship between years of occupational work experience and teaching effectiveness in general business as evaluated by either students or supervisors (Brown, 1975).

Brown (1975) concluded that factors exist, other than teaching experience and occupational work experience, which play a more important part in teaching effectiveness. Those activities include personality of the teacher, rapport with students, and involvement of students in a variety of activities in the classroom.

Welch and Garner (1976) conducted a comparative study of students enrolled in a baccalaureate program with students enrolled in a vocational certificate program. Those students enrolled in the certificate program averaged 14.35 years of

work experience, while baccalaureate students averaged five years of work experience. A difference of less than one-tenth percent (.06 percent) was found between the averages for the two groups on Occupational Competency Examinations scores. Virtually all participants had taken the examination while still practicing their occupations. When the scores were converted into percentages, those in the certificate group averaged 71.17 percent on the written portion and 80.32 on performance. The baccalaureate group averaged slightly higher on the written test (74.18 percent) and slightly lower on performance (77.33 percent) than those in the certificate program. When the total score on both written and performance tests was averaged, the certificate group had a score of 75.87 percent and the baccalaureate group 75.93--a difference of less than one-tenth percent between the two total averages (Welch and Garner, 1976).

Summary

Work experience is a complex aspect of teacher certification. Expert commissions, panels, and researchers believe that related work experience is needed for a vocational teacher to be effective. Teachers agree with the certification experts.

Work experience serves many purposes for the vocational teacher such as giving a sense of confidence and security, helping the teacher develop human relations skills, and

helping the teacher develop and refine occupational skills, update business curricula, and develop community rapport.

However, previous studies have not consistently found a relationship between related occupational work experience and teacher effectiveness. In addition, there are differing opinions among the experts about the amount that should be required, the quality of the work experience, and how and when the work experience should be acquired.

Chapter 3

METHODOLOGY

Three instruments were used to collect data to help examine the relationships among teacher preparedness, attitude toward occupational work experience, related work experience, and student knowledge of employability skills. The population description, instrument selection and evaluation, and data collection procedures are reported in this section.

Population

Teachers

The entire population of 86 business education teachers who teach cooperative office education in Louisiana was identified by the Business Education Program Manager in the Louisiana State Department of Education and selected by this researcher as the population for this study. The list was taken from a 1990 database which included information that was furnished by each parish and maintained by the State Department of Education. On July 10, 1991, a list of teachers in the respective parishes was sent to the 31 parish supervisors to verify and update the database for the 1991-1992 school year (See Appendix A).

A follow-up postcard was sent on July 22, 1991, to the 13 parish supervisors who had not responded (See Appendix B). On August 1, 1991, a phone follow-up was made to the five parish supervisors who had not responded by mail. A 100 percent

return rate was achieved which validated the complete mailing list of the teachers in the study.

Students

The student population consisted of all students (1034) who were enrolled in the participating teacher's cooperative office education programs in Louisiana during the Fall, 1991 semester. COE is a one year program that is open to seniors only. Other prerequisites require that the student has taken Typing I and has maintained a "C" grade average.

Instrumentation

Instrument Selection

A review of literature located three suitable instruments that were available and suitable to assess the variables in this study. Several instruments were evaluated before the three were chosen.

Objective 1 - Professional preparedness. Brown (1975) utilized supervisor ratings and student ratings to determine teacher effectiveness. To obtain supervisors' ratings, Brown developed a 30-item checklist that was concerned with classroom performance, personal qualifications of the teacher, and professional preparation that was completed by the teacher's immediate supervisor. The instrument designed to obtain student ratings of teacher effectiveness was also a check list of 68 items in which the student observed and rated teaching performance.

Burrow and Groneman (1976) and Loos (1981) conducted studies on the value of work experience in business and vocational education respectfully. Burrow and Groneman (1976) asked respondents to indicate the value of occupational work experience in developing each of 95 teaching competencies using a seven-point Likert-type scale. Loos (1981) used a structured interview which required teachers to provide a paragraph in response to each of 23 open ended questions concerning the value of working a part-time job that is not in education. The modified Teacher Professional Preparedness (TPP) Scale (Way & Dougherty, 1983) measures the teacher's perceptions of how well they were prepared to plan, implement, and evaluate their COE programs.

The TPP Scale was selected because it was written in a more concise, easy-to-administer format which was better suited for this population. The TPP Scale also provides for teacher self-evaluations rather than the supervisory evaluations used by Brown (1975). This is preferable since some supervisors are not involved with day-to-day classroom performance. The teacher self-evaluations were also judged as preferable to the student evaluation used in the scale by Brown (1975). The scale by Loos (1982) was judged as too time-consuming for the teacher to complete and was considered to be inappropriate for this study.

Objective 2 - Teachers' attitudes toward occupational work experience. Kotrlik, et al. (1990) and Loos (1982)

included selected questions in their instruments regarding attitudes toward work experience. However, their instruments were not designed to focus exclusively on teachers' attitudes toward occupational experience. The only instrument found that primarily addressed teachers' attitudes toward occupational experience was the Teacher Occupational Experience Attitude Scale (Rask and Wyatt, 1976).

Objective 3 - Employability skills. Brown (1975) and Swartz & Vivekananthan (1975) used researcher-developed student rating checklists to measure students' opinions of teacher effectiveness in general business classes and vocational industrial classes respectively. The Employability Skills Test by Nash and Buckmand, 1981, measured student knowledge of employability skills.

The Employability Skills Test (Nash and Buckmand, 1981) was selected for use in this study because it measures content taught in Cooperative Office Education classes. No other instrument that measures student knowledge as extensively as this one was found. It was selected over the other instruments because they measure opinions rather than knowledge as sought in this study.

Instrument Characteristics and Modification

Teacher Professional Preparedness (TPP) Scale. A modified version of the Professional Preparedness Scale developed by Way and Dougherty (1981) was administered to the 72 Cooperative Office Education teachers in Louisiana to

gather the data relative to Objectives 1, 5, 6, and 7. The original instrument contained 37 statements related to planning, implementing, and evaluating secondary occupational home economics programs that the authors identified after reviewing the literature.

No significant changes were made in the content of the Teacher Professional Preparedness Scale (see Appendix C). The TPP Scale question numbers 5, 6, 9, 24, 25, and 26 included examples that were home economics related. After consulting professors with backgrounds in home economics education and business education at Louisiana State University, minor adjustments were made to those questions to list equivalent business education examples. For example, the club name HERO was changed to Future Business Leaders of America (FBLA).

To evaluate each item, a five-point Likert-type response scale ranging from "very well prepared" to "not prepared" was used. Scores on the instrument were obtained by summing the 37 items. Possible scores range from 37 to 185. The lower the score on the instrument, the higher the perceived abilities of the teacher to perform specific professional tasks (Norman-Nunnery, 1984).

Internal consistency of the original instrument was not reported by Norman-Nunnery (1984). Content validation of the instrument was obtained by Norman-Nunnery (1984) by presenting the questionnaire to a 20 member review panel.

For this study, the revised instrument was validated by a panel of experts consisting of a selected group of business teachers attending the Louisiana Vocational Association (LVA) meeting in Lafayette, Louisiana, on August 7, 1991. The business teachers were not currently teaching COE but had the knowledge and skill necessary to evaluate these instruments. COE certification in Louisiana actually includes business teaching certification with one additional course (three semester hours) in Cooperative Office Education methods or techniques.

The Business Education division of LVA allowed an hour in their program for the business teachers to participate in the field test. The panel consisted of 25 secondary business teachers who agreed to serve on the validation panel. An initial internal consistency of $\alpha=.95$ was established through the panel validation at LVA and a final internal consistency of $\alpha=.96$ was established through the study itself.

Occupational Experience Attitude Scale. The Occupational Experience Attitudes Scale was developed in 1976 by Glen Rask and Windol Wyatt. The content of the instrument was validated by a 35 member panel composed of vocational-technical administrators, educators, and graduate students (Norman-Nunnery, 1984). The Likert-type scale includes 20 attitude statements regarding length, recency, relevancy, and value of occupational experience (Rask & Wyatt, 1976). Rask and Wyatt (1976) stated that an indication of the teachers' attitudes

toward the value of occupational experience can be determined from using the instrument. The Occupational Experience Attitude Scale was administered to the 72 Cooperative Office Education teachers in Louisiana to gather data relative to Objectives 2 and 5.

An attitude score is computed by totaling the responses (Rask and Wyatt, 1976). The Likert-type scale consists of five response descriptors: strongly agree, agree, neutral, disagree and strongly disagree. Responses to the items were scored in the order in which they appear (strongly agree=1; strongly disagree=5). Items 14 and 15 were stated in negative terms and were reverse scored. Therefore, the strongly agree response was assigned a value of five and the strongly disagree response was assigned the value of one. The total score for each respondent was the sum of the numerical value of responses to all 20 items. Scores can range from 20 to 100. The lower the total score, the more value the respondent placed on occupational experience; the higher the total score, the less value the respondent placed on occupational experience (Norman-Nunnery, 1984).

No changes were made to the content of the Teacher Occupational Experience Attitudes Scale for use in this study. The two teacher questionnaires were combined into one instrument. A one-page demographic section was included with the instrument to collect background information about the

respondents' occupational work experience and demographics (See Appendix C).

For this study, the Panel of Business Education Experts at LVA completed the instrument and established content validity for the instrument. Initial internal consistency of $\alpha=.77$ was established in this study through a 25-member panel validation at LVA. Final internal consistency of $\alpha=.76$ was established through the study itself.

Employability Skills Survey

Nash and Buckmand (1981) developed a test to measure the student's cognitive achievement regarding employment skills. The survey is comprised of eight sections that include: company policy, job search, job applications, job interviewing, interviewing behavior, employer-employee relations, job classification, and employment-related terminology. Each correct answer received one point. Total scores for the questionnaire can range from 0 to 60.

The 60-item employability skills test (Nash and Buckmand, 1981) was edited by two instructors in the business education department of Rich Mountain Community College, Mena, Arkansas. Typographical and minor content errors were corrected. The test was then evaluated by a vocational testing instructor at Louisiana State University. Format changes were made to the test in order to make the test more attractive and readable.

The content was then evaluated by comparing the test to a Louisiana cooperative office education curriculum guide

(1973) and a business education textbook (Reynolds, 1988). Questions regarding job classification (Numbers 52, 53, 54, 55, 56, 57, 58, 59, and 60 on the original instrument) were omitted. Questions on the resume, follow-up, and personal appearance were added so the content would better represent the curriculum taught in Louisiana business education courses. A copy of the revised survey instrument can be found in Appendix D.

The panel of teachers at LVA validated each question on the employability skills test. First, they were requested to assess each question's content. Then, they determined each question's relevance in the cooperative office education program in Louisiana by rating it from 1 to 5 with 1 being "inappropriate" and 5 being "very appropriate." The panel also answered each question to authenticate the answer key. Based on feedback from the expert panel, questions 10, 11, 25, 52, and 54 were reworded to improve clarity. A typographical error was corrected in question 53. Questions 20, 21, 34, 37, and 38 were omitted from the questionnaire. These questions received the five lowest ratings on the 5-point Likert-type scale (from 3.21 to 3.86), and the panel of experts disagreed on the correct answers for those questions.

The instrument that was administered to COE students contained 55 questions with a total possible score of 55 points. The student was also asked to identify which other vocational areas he or she had completed in order for the

researcher to control for that variable. The survey was administered to the Louisiana Cooperative Education students who were in attendance on October 2, 1991 in order to gather data related to objectives 3, 4, 5, 6, and 7.

Collection of Data

A preliminary letter with return postcard was mailed on August 19, 1991, to 86 cooperative education teachers to give specific details about the study, to ask the teachers to participate, and to determine how many students were in each class (See Appendices E and F). A second letter was mailed to 50 nonrespondents on September 6, 1991 (See Appendix G). A phone follow-up was completed of the nonrespondents on September 19 and 20, 1991. Seventy-two teachers agreed to participate in this study. Six schools had dropped the COE program for the year, seven coordinators declined to be in the study, and one coordinator could not obtain permission from her supervisor to participate. The total number of cooperative office education students in the participating classes was 1,034.

The teacher questionnaire, student tests, and student scantrons (computer answer sheets) were mailed to the participating cooperative office education teachers on September 23, 1991, with a cover letter (See Appendix H). A postage-paid manila envelope was enclosed for the teachers to use in returning the instruments. Teachers were asked to administer the employability skills test to the COE class on

October 2, 1991, complete the teacher questionnaires, secure the student's LEAP scores, and return the teacher questionnaires and student scantron sheets by October 7, 1991. On October 3, 1991, a reminder postcard was sent to the population (See Appendix I). On October 11, 1991, a telephone follow-up was conducted to encourage nonrespondents to complete the data collection process in their class. On November 7, 1991, a second telephone follow-up was conducted to the four nonrespondents.

Sixty-seven (93%) of the 72 coordinators completed the survey and returned it. A total of 1034 students were enrolled in the participating coordinator's classes. A total of 971 students completed the surveys. The teachers reported that a total of 47 students were absent on the day the exam was administered and 16 students had dropped the COE program.

Data Analysis

Descriptive statistics were used to describe business teacher's perceptions of their professional work experience, business teachers' attitudes toward occupational work experience, and business education students' knowledge of employability skills (Objectives 1, 2, and 3). Variables were measured on an interval scale and were summarized by using means and standard deviations. Factor analysis was used to identify and analyze various constructs in the TPP Scale in order to determine areas in which COE Coordinators felt professionally prepared.

Objective 4 sought to determine whether differences existed in business education students' knowledge of employability skills according to the amount and type of their teachers' occupational work experience. Employability skills knowledge scores were calculated for each student. Group means were calculated for each class for those students in attendance on the day of the test. A practical significance difference scale was constructed by the researcher a priori based on a similar scale developed by Echols (1990). The scale established is shown below:

<u>Difference in Group Scores</u>	<u>Degree of Difference</u>
0 - 2.99	No difference
3.00 - 5.00	Low
5.01 - 8.00	Substantial
Over 8.01	High

The Pearson's Product r correlation coefficient was used to determine if there was a relationship between teacher's occupational work experience and the following variables: teacher' perceptions of their professional preparedness, teachers' attitude toward occupational work experience, and student's knowledge of employability skills (Objective 5).

Employability skills may be taught in other vocational areas such as home economics, agriculture, industrial arts, and marketing. Based on information extracted from a database of a study completed by Kotrlik and Harrison (1986), of 19,134 students surveyed in Louisiana, 3,365 students had taken

1.5 to 2 or more years of business education. These were the only students who could have possibly taken COE because of its prerequisites. Of the 3,365, 1,933 had taken only 1.5 to 2 years of business education, and the possibility exists that these students did not take COE.

Information was extracted from the database (Kotrlik and Harrison, 1986) to determine the maximum percentage of students who had taken other vocational courses where employability skills might be taught in addition to 1.5 to 2 years of business courses (possible COE students). The maximum overlap for business and agriculture was 5.6 percent; business and home economics was 13.5 percent, business and industrial arts, 5.9 percent, and business and marketing, 3 percent. This means that an average of no more than approximately 10 percent of all COE students in this study had the potential to have studied employability skills in other vocational areas based on the prerequisites for the classes.

Pearson r and Kendall tau correlations were used to determine whether there was a significant relationship between knowledge of employability skills and the following variables: amount of occupational work experience, type of occupational work experience, recency of the work experience, age of the teacher, race of the teacher, race of the students in the class, average LEAP test score for the class, and number of years the student has studied other vocational areas such as

home economics, agriculture, marketing, and industrial arts (Objective 6).

Multiple step-up regression was used to determine which factors contribute more to student's knowledge of employability skills (Objective 7). Even though multiple regression is an inferential statistic, it was used in this population study as a tool to determine variability. The variables that were included were: amount of occupational work experience, type of occupational work experience, recency of the work experience, age of the teacher, race of the teacher, race of the students in the class, average LEAP test score for the class, and number of years the student has studied either of the other vocational areas such as home economics, agriculture, marketing, and industrial arts. Only the variables that had a correlation of .10 or more were utilized in the regression analysis.

Chapter 4

FINDINGS OF THE STUDY

This chapter is organized and presented according to the objectives of the study. A demographic section describing the responding Cooperative Office Education coordinators is included for informational purposes. This information was collected for use in Objectives 6 and 7.

Demographics

The ages of the Cooperative Office Education respondents ranged from 24 to 64 years, with an average age of 44.16 (SD=7.26). Teaching experience ranged from 1 to 38 years with a mean of 19.33 years (SD=7.56). Nearly three-fourths (70.10%) of the respondents were white and 29.90 percent were black. The coordinator's nonteaching work experience hours ranged from 1,500 to 64,000 with a mean of 8,431.82.

The job titles that were reported by the largest number of COE coordinators and which represented the greatest mean hours of nonteaching work experience were secretary ($N=55$; $M=5,039.44$), bookkeeper ($N=21$; $M=3,869.19$), accountant ($N=17$; $M=2,682.35$), and office manager ($N=14$; $M=2,877.14$). The COE coordinators reported that their non-teaching work experience was distributed in the occupations listed in Table 1. Work experience is listed in descending order by mean hours.

Table 1

COE Coordinators Hours of Non-teaching Work Experience as
Distributed by Occupations

Occupation	<u>N</u>	Mean hours
Secretary	55	5,039.44
Bookkeeping	21	3,896.19
Office manager	14	2,877.14
Accountant	17	2,682.35
Medical secretary	1	1,500.00
Receptionist	27	1,158.51
Legal secretary	7	1,125.71
Switchboard operator	9	488.89
Other:	38	4,367.01
Welfare visitor	1	16,000.00
Sales	2	4,215.00
Cashier	1	3,000.00
Banking	4	2,675.00
Stenographer	2	2,500.00
Customer service	1	2,000.00
Executive secretary	1	2,000.00
Marketing	2	1,500.00
Inventory control	1	1,500.00
Microfilm processor	1	1,500.00

(table continues)

Table 1 (continued)

Occupation	<u>N</u>	Mean hours
Clerk	13	1,151.77
Oil and gas	1	1,000.00
Social security administration	1	1,000.00
Word processing	1	1,000.00
Reprographics	2	725.00
Supervisor	1	550.00
Medical records	1	500.00
Library circulation manager	1	300.00
Home decorator	1	200.00

When asked about the recency of the majority of their work experience, over one-third (35.8%) of the COE coordinators reported that they had received their work experience more than 20 years ago. Another 28.4 percent of the coordinators reported that their non-teaching work experience was acquired more than 15 years ago. Responses to this question appear in Table 2.

Only two of the 67 (or 3%) responding coordinators reported updating their occupational work experience since they began teaching. One was currently updating nonteaching work experience even though the work experience requirement had been fulfilled 15 to 20 years before. The other

coordinator had also completed the nonteaching work experience requirement 15 to 20 years ago, but had updated her work experience 4 to 6 years ago.

Table 2

Recency of COE Coordinator's Non-teaching Work Experience

Years since work experience acquired	<u>N</u>	Percent
1 to 3	4	5.97
4 to 6	4	5.97
7 to 10	8	11.94
11 to 15	8	11.94
15 to 20	19	28.36
More than 20	<u>24</u>	<u>35.82</u>
Total	67	100.00

The 971 COE students who were present on October 8, 1991 were included in the study. Participating COE coordinators had reported an enrollment of 1,034 students at the beginning of the semester. On October 8, 1991, 47 of those students were absent and 16 had dropped the program.

All students were seniors who had a grade point average of "C" and had taken the prerequisite typewriting course. Thirteen (19.40%) of the teachers in the survey did not report the race of their students. Fifty-four of the 67 (80.60%) classes reported student's races. Of the 783 students in

those classes, 342 (43.68%) were black; 418 (53.39%) were white, 14 (1.78%) were Hispanic, and 9 (1.15%) were listed as "other."

Objective 1

The first objective of the study was to describe how cooperative office education coordinators perceived their professional preparedness as measured by the Teacher Preparedness Scale (Way & Dougherty, 1981). Coordinators rated their professional preparedness based on a 5-point Likert-type scale with 1 representing "very well prepared" and 5 representing "not prepared." Possible scores ranged from 37 to 185. The lower the score on the instrument, the higher the perceived abilities of the teacher to perform specific professional tasks.

The Cooperative Office Education coordinators in Louisiana rated themselves from 43 to 149 with a mean score of 82.87. The following scale was established to interpret the coordinator's perceptions of their preparedness.

<u>Score</u>	<u>Preparedness</u>
37 - 59	Very well prepared
60 - 82	Well prepared
83 - 105	Prepared
106 - 128	Somewhat prepared
Above 129	Not prepared

Over half (52.23%) of the COE coordinators in the study perceived themselves as "well prepared" or "very well

prepared." The teachers rated themselves as being "prepared" as indicated by a mean score of 82.87. The results are shown in Table 3.

Table 3

COE Coordinators Perceived Professional Preparedness

Scores ^a	<u>N</u>	Percent	Degree of preparedness
37-59	12	17.91	Very well prepared
60-82	23	34.32	Well prepared
83-105	21	31.34	Prepared
106-128	10	14.93	Somewhat prepared
Above 129	<u>1</u>	<u>1.49</u>	Not prepared
Total	67	99.99	

^aPossible preparedness scores ranged from 37 to 185.

Exploratory factor analysis was used to analyze the 37 items in the TPP questionnaire (see Appendix C) to determine if the 37 items could be reduced to their underlying factors or constructs. The following interpretive scale was used for the identified factors:

<u>Mean</u>	<u>Perceived professional preparedness</u>
1.00 - 1.59	Very well prepared
1.60 - 2.59	Well prepared
2.60 - 3.59	Prepared
3.60 - 4.59	Somewhat prepared
4.60 - 5.00	Not prepared

Results of the factor analysis revealed eight factors in the data. Only one item on the questionnaire did not load with any other items. The factors were subjectively labeled by the researcher and listed in the order that they were extracted in Table 4. The mean and standard deviation for each identified factor and each item is also included.

Table 4

Factor Analysis of Cooperative Office Coordinator's Professional Preparedness

Factors Items	Mean	Std. Dev.	Loading
Factor 1 - Conducting COE program duties	1.84	.66	
22. Supervising students in co-op program	1.57	.82	.84
20. Developing on-the-job training plans for students	1.87	.90	.83
23. Conferencing with students, parents, employers	1.69	.86	.81
21. Coordinating classroom and on-the-job learning experiences	1.73	.83	.79
18. Evaluating student performance on-the-job	1.68	.76	.75
19. Developing job placement sites for students	1.81	.96	.70
27. Building program enrollments	2.24	.99	.63
15. Motivating students	1.70	.68	.59

(table continues)

Table 4 (continued)

Factors Items	Mean	Std. Dev.	Loading
32. Budgeting and keeping records for program	2.00	.92	.59
17. Evaluating student progress in classroom	1.52	.59	.53
14. Teaching about work attitudes and values	1.55	.74	.52
28. Designing and carrying out a public relations program	2.54	.91	.52
29. Developing supportive relationships within the school	2.03	.94	.51
Factor 2 - Conducting instructional duties	1.79	.64	
11. Teaching human relations skills	1.63	.76	.81
10. Teaching job seeking skills	1.54	.73	.81
9. Teaching content area knowledge and skills	1.54	.73	.76
8. Selecting, obtaining, and evaluating instructional materials	1.91	.80	.57

(table continues)

Table 4 (continued)

Factors Items	Mean	Std. Dev.	Loading
7. Developing realistic simulated learning experiences	2.13	.94	.56
Factor 3 - Developing and implementing curriculum	2.63	.80	
6. Developing and updating entry-level job skill curriculum	2.43	.99	.79
5. Planning and implementing multi-program classes	2.45	1.18	.74
1. Conducting and using student needs assessments	3.99	.86	.66
2. Conducting and using community needs assessments	2.86	.98	.62
13. Teaching economic concepts	2.70	.92	.60

(table continues)

Table 4 (continued)

Factors Items	Mean	Std. Dev.	Loading
Factor 4 - Budgeting and record keeping	3.18	1.11	
35. Preparing applications for vocational funding	3.12	1.24	.80
34. Securing funds and other resources for the program	2.54	1.24	.69
37. Assisting students to find jobs upon graduation	2.55	1.17	.60
36. Conducting and using student follow-up studies	2.73	1.04	.57
33. Budgeting and keeping records for the program	1.81	.89	.50
Factor 5 - Sponsoring FBLA	2.65	1.04	
26. Integrating FBLA activities into classroom	2.67	1.04	.86

(table continues)

Table 4 (continued)

Factors Items	Mean	Std. Dev.	Loading
25. Working with a state FBLA officer	3.00	1.30	.85
24. Establishing and advising a FBLA chapter	2.29	1.09	.83
Factor 6 - Working with advisory committees	2.95	1.03	
3. Establishing an advisory committee	2.88	1.08	.85
4. Utilizing an advisory committee	3.02	1.07	.84
Factor 7 - Facilitating articulation	2.82	1.03	
30. Articulating the program with middle-junior high business education programs	2.88	1.15	.68
31. Articulating the program with post-secondary programs	2.76	1.05	.61
Factor 8	3.03	1.02	
16. Working with special student populations	3.03	1.02	.80

The coordinators identified two factors, conducting cooperative education program duties (\underline{M} =1.84) and conducting instructional duties (\underline{M} =1.79), in which they perceived themselves to be "well prepared" professionally. The other six factors fell into the "prepared" category. The range of scores were from 2.55 to 2.95. "Working with special populations" (\underline{M} =3.03) was the factor in which coordinators felt the least professionally prepared. No factors fell into the "very well prepared," "somewhat prepared," or "not prepared" categories.

Objective 2

The second objective of the study was to determine cooperative office education coordinator's attitudes toward the value of occupational work experience as measured by the Teacher Occupational Experience Attitudes Scale (Rask & Wyatt, 1976). The attitude scale's statements assessed length, recency, relevancy, and value of occupational work experience. Possible scores ranged from 20 to 100. The lower the score the more value the teacher placed on occupational work experience.

The following scale was used to interpret the coordinator's attitudes toward the value of occupational work experience.

<u>Score</u>	<u>Attitude</u>
37 - 46	Extremely valuable
47 - 56	Very valuable
57 - 66	Valuable
67 - 76	Somewhat valuable
above 77	Not valuable

The Cooperative Office Education coordinators in Louisiana rated occupational work experience from 39 to 84 with a mean score of 60.64 or valuable. Nearly one-third (29.85%) of the coordinators considered occupational work experience as very valuable or extremely valuable. Conversely, 25.87 evaluated occupational work experience as somewhat valuable or not valuable. The results appear in Table 5.

Table 5

COE Coordinators Perceived Attitudes Toward Occupational Work Experience

Score	<u>N</u>	Percent	Value placed on work experience
37-46	3	4.48	Extremely valuable
47-56	17	25.37	Very valuable
57-66	29	43.28	Valuable
67-76	16	23.88	Somewhat valuable
Above 77	<u>2</u>	<u>2.99</u>	Not valuable
Totals	67	100.00	

Objective 3

Objective 3 of the study was to determine senior cooperative office education students' knowledge of employability skills as measured by the Employability Skills Test (Nash & Buckmand, 1981). Possible scores ranged from 0 to 55. The mean for the Cooperative Office Education programs in Louisiana was 37.85 which was 69%. Class average scores ranged from 28.9 (52.55%) to 48.2 (87.64%). Ninety-five percent of the class grades fell between 32.50 (60.00%) and 44.00 (79.00%). Class scores have been grouped by percentage breaks beginning with 60% and below and continuing by increments of 10% and reported in Table 6.

Table 6

COE Class Scores on the Employability Skills Test

Class averages	<u>N</u>	Percent
0 - 33.00	3	4.48
33.01 - 38.50	30	44.78
38.51 - 44.00	33	49.25
44.01 - 49.50	1	1.49
49.51 - 55.00	<u>0</u>	<u>0.00</u>
Totals	67	100.00

Objective 4

The fourth objective of the study was to determine whether differences existed in the cooperative office education students' knowledge of employability skills by their teacher's number of hours and type of occupational work experience.

Since population data rather than sample data was being used in this study, inferential statistics are not appropriate. However, a need existed to determine differences among groups in a defensible manner. A scale of practical significance was established a priori based on a similar study by Echols (1990) in order to compare the classes. The established scale is shown below:

<u>Difference in Group Scores</u>	<u>Degree of Difference</u>
0 - 2.99	No difference
3.00 - 5.00	Low
5.01 - 8.00	Substantial
Over 8.01	High

The mean of each group according to the amount of teacher's occupational work experience was calculated. The results appear in Table 7.

Table 7

Senior Cooperative Education Students' Knowledge of Employability Skills Based on Teacher's Occupational Work Experience

Amount of occupational work experience	<u>N</u>	Percent	Mean score ^a	Std. dev.
0 - 2,000 hours	9	13.43	38.04	1.35
2,001 - 4,000 hours	21	31.34	38.69	1.81
4,001 - 20,000 hours	31	46.27	37.04	5.98
Over 20,000 hours	<u>6</u>	<u>8.95</u>	33.83	3.69
Total	67	99.99		

^aKnowledge scores range from 0 to 55. The higher the score, the more knowledge of employment-related concepts; the lower the score, the less knowledge of employment related concept.

Classes that were taught by coordinators with the greatest number of hours of work experience (over 20,000) had

a mean of 33.83, from 3.21 to 4.86 points lower than the other classes. According to the established scale, there was a low practical significance differences between the "over 20,000 hours" category and each of the other classes. Among the other three categories there were no practical significant differences.

To determine whether the type of coordinator's work experience (occupational title) made a difference in the cooperative office education students' knowledge of employability skills, mean comparisons were used. The scale of practical significance that was developed to compare classes based on the number of hours of coordinator's work experience was also used in this comparison.

Low practical significance (3.05) existed between class scores in which the coordinators had occupational work experience as a legal secretary and those in which the coordinators had accounting occupational work experience. In each of the eight types of work experience studied, there was no practical significance between classes in which the instructor had a particular type of work experience (such as accounting) and those in which the instructor did not have that type of work experience (such as no accounting work experience). The class averages for each type of occupational work experience is listed in Table 8.

Table 8

COE Class Averages by COE Coordinator Type of Occupational Work Experience

Type of work experience	<u>N</u>	<u>M</u>	<u>SD</u>
Accountant			
Yes	17	36.02	7.30
No	50	37.87	3.01
Bookkeeping			
Yes	21	38.20	3.66
No	46	37.03	4.84
Legal secretary			
Yes	7	40.07	4.11
No	60	37.09	4.48
Medical secretary			
Yes	1	38.50	-.--
No	66	37.38	4.54
Office manager			
Yes	14	38.16	4.36
No	53	37.20	4.56
Receptionist			
Yes	27	37.29	6.49
No	40	37.48	2.50

(table continues)

Table 8 (continued)

Type of work experience	<u>N</u>	<u>M</u>	<u>SD</u>
Secretarial			
Yes	55	37.25	4.74
No	12	38.11	3.28
Switchboard operator			
Yes	9	38.33	2.25
No	58	37.26	4.76

Objective 5

The fifth objective was to determine if a relationship existed between hours of teacher's occupational work experience and the following variables: teacher's perceptions of their professional preparedness, teacher's attitude toward occupational work experience, and students' knowledge of employability skills.

The interpretation of the correlation coefficients was based on the following set of descriptors by Hinkle, Wiersma, and Jurs (1979):

.00 to .29	little if any correlation
.30 to .49	low correlation
.50 to .69	moderate correlation
.70 to .89	high correlation
.90 to 1.0	very high correlation

One variable, student's employability skills, had a low correlation with the teacher's hours of occupational work experience. A negative relationship existed between the teacher's hours of occupational work experience and the students' knowledge. In other words, as the hours of occupational work experience increased, the class scores decreased. The other variables had little, if any, correlation with teacher's hours of occupational work experience. The results are shown in Table 9.

Table 9

The Correlations between Teacher's hours of occupational work experience and selected variables

Selected characteristics	r	Strength of correlation ^a
Teachers' Perceptions of		
Professional Preparedness	-.19	little, if any
Teacher's Attitude toward		
Occupational Work Experience	.10	little, if any
Student's Employability Skills	-.30	low

^abased on Hinkle, Wiersma, and Jurs (1979)

Objective 6

The sixth objective was to determine if a relationship existed between the student's knowledge of employability skills and: teacher's occupational work experience, teacher's perceptions of their professional preparedness, the recency of

the work experience, age of the teacher, race of the teacher, race of the students in the class, the average Louisiana Education Assessment Program (LEAP) test scores (language and math sections) for the class, and the mean number of years in Home Economics, Agriculture, Industrial Arts, or Marketing class(es).

Three student race variables--black, white, and other--had a low correlation with the students' knowledge of employability skills. The other variables studied showed little, if any, correlation with students' knowledge. The results are listed in Table 10.

Table 10

Relationship between Students' Knowledge of Employability Skills and Selected Variables

Selected characteristics	r	Strength of correlation ^a
Age of teacher	-.17	Little, if any
Language LEAP score	.05	Little, if any
Math LEAP score	.05	Little, if any
Race of teacher	.20	Little, if any
Race of student		
Black	-.35	Low
White	.37	Low
Hispanic	.07	Little, if any
Other	-.37	Low
Recency of work experience	-.02	Little, if any
Years in Home Economics	.08	Little, if any
Years in Industrial Arts	-.21	Little, if any
Years in Marketing	-.05	Little, if any

^aBased on Hinkle, Wiersma, and Jurs (1979)

Objective 7

The seventh objective was to determine if the amount of variance in students' knowledge of employability skills could be explained by selected variables. The variables used in this analysis were: teacher's occupational work experience,

teacher's perceptions of their professional preparedness, and the selected demographics of recency of work experience, type of work experience, age of teacher, race of teacher, race of students in the class, and average math and language LEAP scores for the class, number of years students have taken in Home Economics, Agriculture, Industrial Arts and Marketing Education class(es).

Multiple regression is normally used as a statistical inference tool. It has been used here as an aid to examining population data; no statistical inferences were drawn.

The variable, percentage of white students, explained 14.3 percent of the variance in student's knowledge of employability skills. "Other" race of students accounted for an additional 14.5 percent of student's knowledge of employability skills. Race related variables accounted for 28.8% of the variance in this study and were the best predictors of students' knowledge of employability skills. The results of the multiple regression analysis and the variables not included in the analysis are shown in Table 11.

Table 11

Multiple Regression Analysis of Student's Knowledge of
Employability Skills

Source of variation	<u>SS</u>	<u>df</u>	<u>MS</u>	<u>F-ratio</u>	Prob. of <u>F</u>
Regression	322.44	2	161.22	10.12	.0002
Residual	795.75	50	15.91		
Total	1118.19	52	177.13		
<u>Variable in the equation</u>					
Variables	R^2	R^2	Cum. <u>F</u>	Prob. of <u>F</u>	
Percentage of white students	.14	.14	8.49	.0053	
Percentage of other race students	.29	.43	10.13	.0002	
<u>Variables not in the equation</u>					
Variable	<u>t</u>	Sign. <u>t</u>			
Recency of work experience	.05	.96			
Professional preparedness	.56	.58			
Age of coordinator	-.40	.69			
Race of coordinator	-1.08	.29			
Black percentage of students	-1.43	.16			
Hispanic percentage of students	1.06	.29			
Language test scores (class average on LEAP test) ^a	.60	.55			

(table continues)

Table 11 (continued)

Variables not in the equation

Variable	t	Sign. t
<hr/>		
Math test scores (class average on LEAP test) ^a	.60	.55
Years in agriculture	1.03	.31
Years in home economics	.56	.58
Years in industrial arts	-.24	.81
Years in marketing	.54	.59

^aLouisiana Educational Assessment Program test

Chapter 5

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Purpose and Objectives

The purpose of this study was to determine if a relationship existed among non-teaching work experience and the effectiveness of secondary cooperative office education teachers in Louisiana as measured by student's knowledge of employability skills. The objectives were to:

1. Describe how cooperative office education teachers perceive their professional preparedness as measured by the Teacher Preparedness Scale (Way & Dougherty, 1981).
2. Determine cooperative office education teachers' attitudes toward occupational work experience in respect to length, recency, relevancy, and value as measured by the Teacher Occupational Experience Attitudes Scale (Rask & Wyatt, 1976).
3. Determine senior cooperative office education students' knowledge of employability skills as measured by the Employability Skills Test (Nash & Buckmand, 1981).
4. Determine whether a relationship exists between the cooperative office education students' knowledge of employability skills and their teacher's number of hours and/or type (occupational title) of occupational work experience.

5. Determine if a relationship exists between the amount of a teacher's occupational work experience and the following variables: teachers' perceptions of their professional preparedness, teachers' attitude toward occupational work experience, and students' knowledge of employability skills.
6. Determine if a relationship exists between the student's knowledge of employability skills and the variables of teacher's occupational work experience, teacher's perceptions of their professional preparedness, the recency of their occupational work experience, age of the teacher, race of the teacher, race of the students in the class, the average Louisiana Education Assessment Program (LEAP) test score for the class (math and language sections), the mean number of years in Home Economics, Agriculture, Industrial Arts, or Marketing class(es).
7. Determine if selected variables explain a practically significant proportion of the variability in student's knowledge of employability skills. The variables used in this study were teacher's occupational work experience, COE coordinators' perceptions of their professional preparedness, and selected demographics of recency of work experience, age of teacher, race of teacher, race of students in the class, and average Louisiana Education Assessment

Program (LEAP) test score for the class (math and language sections), number of years in Home Economics, Agriculture, Industrial Arts, and Marketing Education class(es).

Procedures

The population of the study consisted of the 86 Cooperative Office Education coordinators in Louisiana and their students. The coordinators were identified by the State Department of Education and verified by parish supervisors. Six of those coordinators were eliminated from the population because COE programs had been dropped from their schools. Seventy-two of the 80 remaining COE coordinators agreed to participate in the study.

Two instruments were used to collect information from the COE coordinators. The Teacher Professional Preparedness (TPP) Scale by Way and Dougherty (1981) was used in order to determine perceived preparedness. An internal consistency coefficient of $\alpha = .95$ was recorded by a panel of 25 business teachers attending the Louisiana Vocational Association (LVA) meeting in Lafayette, Louisiana. The final internal consistency for this instrument was calculated using Cronbach's Alpha and determined to be $\alpha = .96$.

The TPP questionnaire consisted of 37 five-point Likert-type items with 1 representing "very well prepared" and 5 representing "not prepared." Possible scores ranged from 37 to 185. The lower the score on the instrument, the higher the

perceived abilities of the teacher to perform specific professional tasks (Norman-Nunnery, 1984).

The Occupational Experience Attitudes Scale by Rask and Wyatt (1976) was administered to determine coordinators's attitudes about the recency, relevancy, value, and length of occupational work experience. This instrument was evaluated by a panel of 25 business teachers attending the LVA in Lafayette, Louisiana. An internal consistency coefficient of $\alpha=.77$ was established for this instrument from the data collected by the expert panel, and an internal consistency coefficient of $\alpha=.76$ was recorded for this instrument for the data collected during the study.

The Occupational Experience Attitudes Scale consisted of 20 five-point Likert-type items with 1 representing "strongly disagree" and 5 representing "strongly agree." The two questionnaires and a demographic section used to gather information about the teacher's age, race, and occupational work experience were included in the research instrument.

A revised Employability Skills Test (Nash and Buckmand, 1981) was used to test COE students' knowledge. The test was edited and evaluated by two college business instructors and one vocational testing instructor. The content was compared to a COE curriculum guide and a business education textbook. Based on these expert opinions and comparisons, the test was modified to represent the curriculum taught in Louisiana business education courses. The expert panel of teachers at

LVA evaluated each question based on a 5-point Likert scale and authenticated the answer key.

Based on the panel's evaluation, five questions of 60 were reworded and five were omitted. Four demographic questions were added to the questionnaire to determine how many years of other vocational education programs the students had taken.

Questionnaires and tests were mailed to the 72 COE coordinators in Louisiana who had agreed to participate in the study. Of those 72 coordinators, 67 (93%) returned the questionnaires and student tests.

Descriptive statistics were calculated for Objectives 1, 2, and 3. Correlation coefficients were calculated between class means on the employability skills test and the amount and type of their teachers' occupational work experience (Objective 4).

Correlations coefficients were also calculated to determine if a relationship existed between teacher's occupational work experience and each independent variable (Objective 5 and 6). Multiple step-up regression was used to determine which factors explained the variance in the student's knowledge of employability skills (Objective 7).

Findings

The following is a summary of the major findings of the study.

Demographics

1. The four job titles in which the majority of COE coordinators acquired the greatest number of hours of occupational work experience were: secretary ($N=55$; $M=5,039.44$), bookkeeper ($N=21$; $M=3,869.19$), accountant ($N=17$; $M=2,682.35$), and office manager ($N=14$; $M=2,877.14$)

2. Nearly two-thirds of the COE coordinators (64.2 percent) had acquired their non-teaching work experience more than 15 years ago.

3. Ninety-seven percent (or 65) of the COE coordinators had not updated their occupational work experience since they began teaching.

Objective 1

4. More than one-half (52.23%) of the coordinators in the study perceived their professional preparedness as being "well prepared" or "very well prepared." Eleven coordinators (16%) perceived themselves as "somewhat prepared" or "not prepared."

5. The COE coordinators rated themselves as "well-prepared" in two factors, conducting cooperative education duties ($M=1.84$) and conducting instructional duties ($M=1.80$).

Objective 2

6. Forty-three percent of responding Louisiana COE coordinators rated the value of occupational work experience as "very valuable" or "extremely valuable." The mean on the Occupational Attitude Scale (Rask and Wyatt, 1976) for the population was 60.64 or "valuable."

Objective 3

7. Ninety percent of the students in the study scored between 60 and 79 percent on the 100-point exam. The mean score was 37.85 or 69 percent.

Objective 4

8. A low practical significance existed between the classes in which the teachers had over 20,000 hours of work experience and each of the other categories. The difference in mean score from the class in which the teacher had the least amount of work experience ($\bar{M}=38.04$) and the class in which the teacher had the greatest amount of work experience ($\bar{M}=33.83$) was 4.21.

9. Students whose instructors had legal secretarial work experience scored highest ($\bar{M}=40.07$) on the Employability Skills test.

10. Students whose instructors had work experience as accountants scored lowest ($\bar{M}=36.02$) on the Employability Skills test.

11. A low practical significance existed between the classes whose coordinators had work experience as legal secretaries and those who had experience in accounting.

12. In the eight types of work experience studied, there was no practical significance between classes in which the instructor had a particular type of work experience and those classes in which the instructor did not have that type of work experience (example: accounting work experience versus no accounting work experience).

Objective 5

13. A low negative correlation ($-.30$) existed between teacher's hours of occupational work experience and student's knowledge of employability skills.

Objective 6

14. A low correlation existed between the employability skills knowledge of the students and the three student race variables of black ($-.35$), white ($.37$), and other race ($-.37$).

Objective 7

15. Race of students was the best predictor of student's knowledge of employability skills.

Conclusions and Recommendations

Based on the findings of this study, the following conclusions and recommendations were made by the researcher:

Objective 1

1. COE coordinators perceive themselves as "well prepared" professionally. Louisiana COE coordinators perceptions of their professional preparedness are similar to vocational instructors in other states.

This conclusion is based on the finding that 52.23 percent of the COE coordinators rated themselves as "well prepared" or "very well prepared" on the TPP Scale with a mean of 82.87. On five-point Likert-type items, the coordinators rated themselves "well prepared" in two factors, conducting COE program duties ($\bar{M}=1.84$) and conducting instructional duties ($\bar{M}=1.80$).

According to Norman-Nunnery, (1984), Home Economics teachers' in Colorado, North Dakota, Missouri, Delaware, and Louisiana average score was 2.31 on a 5-point Likert-type. This scale can be interpreted as "well prepared" (2 points).

2. COE coordinators perceive themselves to be "prepared" in planning and evaluating cooperative office education programs.

This conclusion is based on the finding that the COE coordinators rated themselves as "prepared" in the following factors: working with special populations ($\bar{M}=3.03$), working with advisory committees ($\bar{M}=2.95$), developing and implementing curriculum ($\bar{M}=2.89$), facilitating articulation ($\bar{M}=2.82$), sponsoring FBLA ($\bar{M}=2.65$), and budgeting and record keeping ($\bar{M}=2.55$).

Objective 2

3. Louisiana COE coordinators' attitudes toward the value of occupational work experience are lower than vocational instructors' attitudes in other states.

This conclusion is based on the finding that 43.28 percent of COE coordinators rated occupational work experience as "valuable" (57 to 66 points) on the Occupational Experience Attitudes Scale. The mean for the population was 60.64 or "valuable." Norman-Nunnery (1984), surveyed Home Economics teachers in Colorado, North Dakota, Missouri, Delaware, and Louisiana and reported that those teachers rated the value of occupational work experience as 53.54 or "very valuable" on the same scale (Norman-Nunnery, 1984).

Recommendation. Based on this finding and conclusion, the researcher recommends that additional research be conducted to examine COE coordinator's attitudes toward the value of occupational work experience.

Objective 3

4. The employability skills knowledge level of COE students in Louisiana was similar to students in other states.

This conclusion is based on the finding that COE student's mean class average was 37.85 (or 69%) on the revised Employability Skills Test. Students in Colorado, North Dakota, Missouri, Delaware, and Louisiana scored 40.30 out of 60 (67%) on the original test (Norman-Nunnery, 1984).

Recommendation for Practice. COE Coordinators should strive to improve the teaching of employability skills. Even though Louisiana COE students scored similarly to students in other states on the Employability Skills test, knowledge of 69 percent of the material covered on the test is not sufficient for most students to succeed in obtaining a job.

Objective 4

5. Students of teachers with high amounts of work experience have lower student employability skills knowledge scores.

This conclusion is based on the finding that classes whose instructor had over 20,000 hours of nonteaching work experience actually scored from 3.21 to 4.86 points lower than the groups with less teacher experience. A low practical significance existed between the class means on the employability skills test in which the teachers had "over 20,000 hours" of work experience and class means in each of the other categories of work experience ("0 to 2,000 hours", "2,001 to 4,000 hours", and "4,001 to 20,000 hours"). This conclusion was also reported by Norman-Nunnery (1984).

Recommendation. Based on this finding and conclusion, the researcher recommends that further research be conducted to determine if there is an inverse relationship between high hours of work experience and student's knowledge in other areas and other vocational programs and in other states.

The researcher would also recommend that further research be completed to determine whether up-to-date work experience improves student's scores.

6. Students of teachers with legal secretarial work experience record higher scores on the employability test.

This conclusion is based on the finding that classes whose instructor had legal secretary work experience scored 40.07 which was 1.57 to 4.05 points higher than the other types of work experience.

Recommendation. Further research should be done to collect additional data regarding the various types of work experience and their relationships to student knowledge.

Objective 5

7. A low negative relationship exists between the number of hours of the teacher's work experience and class averages on the employability skills test. As teacher work experience increases, student knowledge decreases.

This conclusion is based on the finding that a correlation of $-.30$ existed between the number of hours of teacher's work experience and the class average. This further supports the recommendation that additional research should be done to collect data regarding teacher work experience and student's knowledge.

Objective 6 and 7

8. A relationship exists between the students' race and their knowledge of employability skills.

This conclusion is based on the finding that a low correlation existed between the student races of black (-.37), white (.37), and other (-.37) and the class scores. This conclusion is also based on the finding that race related variables accounted for 29 percent of the variance in student scores.

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APPENDIX A
Letter to Parish Supervisors

July 10, 1991

1~ 2~ 3~

4~

5~

Dear 1~ 3~

The School of Vocational Education at Louisiana State University is currently updating the teacher mailing list for the state. An accurate mailing list is vitally important for us to keep the teachers of the state apprised of course offerings and to conduct research involving vocational teachers.

A list of the teachers that are currently on our database as Cooperative Office Education teachers in your parish is enclosed. Please check the list for accuracy. Mark any changes, additions, or deletions for the school year of 1991-1992 on the list and return it to us in the enclosed self-addressed, stamped envelope by July 17.

Thank you for assisting us.

Sincerely

Kay Humphrey

Enclosure

APPENDIX B

Reminder Postcard to Parish Supervisors

Dear Parish Supervisor

On July 10, you were sent a listing of Cooperative Office Teachers in your parish to verify. If you have returned the listing

Thanks!!

If you have not yet returned the listing, won't you take a few minutes now to complete it and return it in the postage-paid envelope. Your response is important for future research studies.

Kay Humphrey
504-388-5748

APPENDIX C
COE Coordinator Questionnaire

Code No. _____

<p>Cooperative Office Education Work Experience Study</p>
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Project Director: Kay Humphrey
Project Co-Director: Joe W. Kotrlik

School of Vocational Education
Louisiana State University
Baton Rouge, Louisiana

Teacher Occupational Experience Attitudes Scale

Instructions: The following statements are related to occupational experience of vocational teachers. Read each statement carefully and indicate the degree to which you agree or disagree, according to the following scale.

1. **Strongly Disagree** – I strongly disagree with the statement.
2. **Disagree** – I disagree with the statement, but not strongly so.
3. **Neutral** – I am neutral toward the statement, or I just don't know enough about it.
4. **Agree** – I agree with the statement, but not strongly so.
5. **Strongly Agree** – I strongly agree with the statement.

CIRCLE ONE response per line.

	SD	D	N	A	SA
As a vocational teacher, I believe that . . .					
1. Recent occupational experience is vital in maintaining subject matter competence.	1	2	3	4	5
2. Occupational experience unrelated to the area of vocational instruction is as valuable to vocational teachers as related occupational experience.	1	2	3	4	5
3. Vocational teachers should have a minimum of five years occupational experience related to the area of vocational instruction, prior to teaching.	1	2	3	4	5
4. Of that occupational experience gained prior to teaching, part-time experience is as valuable as full-time experience in development of subject matter competence.	1	2	3	4	5
5. Teacher communication with related industry is directly dependent upon the vocational instructors' subject matter competence.	1	2	3	4	5
6. Occupational experience, to be of value, must be both recent and in a managerial area.	1	2	3	4	5
7. The more recent the related occupational experience, the more valuable it is to the vocational teacher in providing relevant instruction.	1	2	3	4	5
8. Full-time occupational experience related to the area of vocational instruction, is necessary for vocational instructors to gain subject matter competence.	1	2	3	4	5
9. If the vocational teacher knows how to teach, he can acquire subject matter competence on the job with any type of occupational experience.	1	2	3	4	5
10. Recent, related occupational experience by vocational teachers is necessary for successful student placement.	1	2	3	4	5
11. The more occupational experience, of any kind, that instructors have, the more competent they will be in their service area.	1	2	3	4	5
12. All kinds of occupational experience are of equal value to the vocational teacher.	1	2	3	4	5
13. Full-time occupational experience related to the area of occupational instruction should be required of all vocational teachers prior to teaching.	1	2	3	4	5
14. One year of occupational experience as a laborer in a vocational area will provide sufficient subject matter competence to teach my occupational area.	1	2	3	4	5
15. Teacher training course work taken during college is a better source of subject matter competencies than related occupational experience.	1	2	3	4	5
16. Periodic, full-time occupational experience related to the area of vocational instruction should be required of practicing vocational teachers.	1	2	3	4	5
17. Related occupational experience should include work in a supervisory position.	1	2	3	4	5

	SD	D	N	A	SA
18. Periodic, part-time occupational experience related to the area of vocational instruction should be required of practicing vocational teachers.	1	2	3	4	5
19. Successful student placement is dependent upon the subject matter competence of the vocational teacher.	1	2	3	4	5
20. Effectiveness of the vocational teacher is directly related to subject matter competence.	1	2	3	4	5

Teacher Professional Preparedness Scale

Instructions: For each of these professional activities which are associated with planning, implementing, and evaluating business education programs, please circle your current perceived level of preparation in each of the professional activities by using the following scale:

1. Very well prepared — further information or assistance would be of little help.
2. Well prepared
3. Prepared — further information or assistance would be of some value.
4. Somewhat prepared
5. Not prepared — opportunities to learn about the activity have been limited; further information or assistance would be of great value.

Professional Activities	Very Well Prepared			Not Prepared	
	1	2	3	4	5
1. Conducting and using <u>student</u> needs assessments.	1	2	3	4	5
2. Conducting and using <u>community</u> needs assessments.	1	2	3	4	5
3. Establishing an advisory committee.	1	2	3	4	5
4. Utilizing an advisory committee (e.g., for curriculum planning, securing resources, public relations.)	1	2	3	4	5
5. Planning and implementing multi-program classes (entry-level job skill curriculum)	1	2	3	4	5
6. Developing and updating entry-level job skill curriculum.	1	2	3	4	5
7. Developing realistic simulated learning experience.	1	2	3	4	5
8. Selecting, obtaining, and evaluating instructional materials (e.g., texts, films).	1	2	3	4	5
9. Teaching content area knowledge and skills (e.g., keyboarding, shorthand, word processing, etc.)	1	2	3	4	5
10. Teaching job seeking skills (e.g., job interviewing, resume writing, job application procedures.)	1	2	3	4	5
11. Teaching human relations skills (e.g., employer-employee-customer relations, including communication)	1	2	3	4	5
12. Teaching about career planning and advancement, including post-secondary educational opportunities.	1	2	3	4	5

	Very Well Prepared			Not Prepared	
13. Teaching economic concepts.	1	2	3	4	5
14. Teaching about work attitudes and values.	1	2	3	4	5
15. Motivating students.	1	2	3	4	5
16. Working with special student populations (e.g., handicapped, gifted).	1	2	3	4	5
17. Evaluating student progress in the classroom.	1	2	3	4	5
18. Evaluating student performance on-the-job.	1	2	3	4	5
19. Developing job placement sites for students in co-op programs (e.g., identifying and contacting potential employers.)	1	2	3	4	5
20. Developing on-the-job training plans for students.	1	2	3	4	5
21. Coordinating classroom and on-the-job learning experiences.	1	2	3	4	5
22. Supervising students in co-op programs.	1	2	3	4	5
23. Conferencing with students, parents, employers.	1	2	3	4	5
24. Establishing and advising a FBLA chapter.	1	2	3	4	5
25. Working with a state FBLA officer.	1	2	3	4	5
26. Integrating FBLA activities into the classroom.	1	2	3	4	5
27. Building program enrollments (e.g., recruiting).	1	2	3	4	5
28. Designing and carrying out a public relations program (i.e., within the school and in the community).	1	2	3	4	5
29. Developing supportive relationships within the school (e.g., with other teachers, administrators, counselors).	1	2	3	4	5
30. Articulating the program with middle-junior high school business education programs.	1	2	3	4	5
31. Articulating the program with post-secondary programs.	1	2	3	4	5
32. Planning and utilizing facilities.	1	2	3	4	5
33. Budgeting and keeping records for the program.	1	2	3	4	5
34. Securing funds and other resources for the program.	1	2	3	4	5
35. Preparing applications for vocational funding.	1	2	3	4	5
36. Conducting and using student followup studies.	1	2	3	4	5
37. Assisting students to find jobs upon graduation.	1	2	3	4	5



DEMOGRAPHIC SECTION: Please complete this information about you.

112

_____ 1. Number of years of teaching experience

_____ 2. Your age

_____ 3. Race (please check)

_____ Black/Afro-American

_____ Hispanic

_____ White

_____ Other (Please specify). _____

Please complete this information about your non-teaching work experience.

_____ 4. Number of hours (1 year = 2,000 hours) of occupational work experience.

_____ 5. Estimate the distribution of those hours by placing the number of hours in the blank for each of the following job titles:

of hours

Job Title

Accounting

Bookkeeping

Legal Secretary

Medical Secretary

Office Manager

Receptionist

Secretarial

Switchboard Operator

Other (Please specify). _____

Other (Please specify). _____

Other (Please specify). _____

Other (Please specify). _____

Total (column total should equal answer #4)

6. Please check the category that best describes when you acquired the majority of your occupational work experience:

1 to 3 years ago

4 to 6 years ago

7 to 10 years ago

11 to 15 years ago

15 to 20 years ago

More than 20 years ago. (Please specify).

7. Please supply the following information about the students who were present to take the student employability test.

_____ Black/Afro-American

_____ Hispanic

_____ White

_____ Other (Please specify). _____

Please return this questionnaire and your students scantrons in the enclosed postage paid envelope.

Thank You

APPENDIX D
COE Student Employability Skills Test

**Cooperative Office Education
Work Experience Study**

**Project Director: Kay Humphrey
Project Co-Director: Joe W. Kotrlik**

**School of Vocational Education
Louisiana State University
Baton Rouge, Louisiana**

Would you like a copy of your class results?
(If yes, please provide address on last page of questionnaire)

yes ☐ **no** ☐

Employability Skills Test

Directions: Read the following multiple choice items carefully. Select the one best answer and fill in the corresponding circle on the scantron sheet. (ANSWER ALL QUESTIONS ON THE SCANTRON).

1. A resume is a
 - a. form filed with an employer for tax purposes.
 - b. written summary of past employment and training.
 - c. letter to an employer responding to a job advertisement.
 - d. list of factual information used only in completing an application form.
2. A civil service test is a
 - a. vocational aptitude test.
 - b. skills test for an apprenticeship.
 - c. placement test for a job in private industry.
 - d. test required for certain jobs in the government.
3. Fringe benefits could include
 - a. wages and/or commissions.
 - b. full time or temporary employment.
 - c. health insurance, sick leave, and vacations.
 - d. previous educational training and work experience.
4. Salesperson, stockroom clerk, computer operator and typist are
 - a. job titles.
 - b. references.
 - c. administrative positions.
 - d. positions that pay commissions.
5. The best place to look for job openings with the state is
 - a. the newspapers.
 - b. the yellow pages.
 - c. private employment agencies.
 - d. the Current Opportunities Bulletin.
6. Sam wants to sell shoes. To find a listing of the shoe retail outlets in the community he would look in
 - a. a job bulletin.
 - b. a trade magazine.
 - c. the yellow pages.
 - d. the newspaper want ads.
7. A private employment agency made a referral for a job for Bob. The agency
 - a. gave him a job immediately.
 - b. told him they could not help him.
 - c. gave him an application to complete.
 - d. sent him to an employer to be interviewed.
8. Job Services offers
 - a. on-the-job training and good benefits.
 - b. vocational training in a specific field.
 - c. vocational testing, counseling, and information.
 - d. job placement for a percentage of the first month's salary.
9. You may have to pay a fee if you get a job
 - a. through Job Service.
 - b. from an ad in a job bulletin.
 - c. through an employment agency.
 - d. by contacting an employer directly.
10. For information about unemployment compensation you should contact
 - a. the Job Service office.
 - b. a social service agency.
 - c. the Wage and Hour Office.
 - d. the Internal Revenue Service.
11. John lost his Social Security card. He should NOT
 - a. report it to a social service agency.
 - b. apply for a new one and request his old number.
 - c. request a more current number for his new card.
 - d. report it to the Internal Revenue Service immediately.



12. Joan just received her W-2 form. She needs help filing her taxes. She should
- contact the Wage and Hour office.
 - go to the Social Security Office.
 - contact the Internal Revenue Service.
 - call the State Employment Service for an appointment.
13. Most want ad jobs are classified according to
- skills.
 - training.
 - education.
 - experience.
14. When you decide to answer a want ad in the newspaper, you should call
- the following Tuesday.
 - when you have the time.
 - on the day the ad appears.
 - a few days after you see it.
15. Jill is going to apply for a new job. To help her complete the application she should take her
- diploma.
 - W-4 form.
 - GED certificate.
 - personal data form.
16. If you are completing an application form and come to a question that does not apply, the best way to respond is to
- copy someone else's answer.
 - skip the parts that do not apply.
 - make up an answer that sounds suitable.
 - write N/A or draw a line through the blank.
17. On a personal data form or resume, previous job experience should be listed from the
- most recent to least recent.
 - longest held to shortest held.
 - job liked most to job liked least.
 - most important to least important.
18. During a job interview, if you are told you will not get the job it is best to
- act disappointed.
 - say you did not want the job anyway.
 - thank the interviewer for his/her time.
 - insist that the interviewer reconsider.
19. Follow-up procedures after an interview
- take a great deal of time.
 - assure the applicant of getting a job.
 - let the employer know the applicant is interested in the job.
 - give the applicant a chance to express opinions about working conditions.
20. Which of the following answers would be the best response to "Why did you leave your last job?"
- "I hated it."
 - "The other workers were unfriendly."
 - "I like a new job every three years."
 - "I wanted a job with a chance to learn more skills."
21. Which of the following answers would be the best response to "Why do you think you'd be good at the job?"
- "This work will be easy for me."
 - "I like the work, and I'm well trained."
 - "I'll be able to finish my work early each day."
 - "I'd like to work for a company with good benefits."
22. Which of the following answers would be the best response to "Why do you want this job?"
- "I want to leave my old job."
 - "I might like it, you can never tell."
 - "The pay is better than I'm getting now."
 - "I'm qualified and know I can do a good job."



Directions: Read the following want ads or situations and answer the questions pertaining to them. Fill in the correct answer on the scantron.

Pizza Shack has immediate permanent part-time positions available. Shifts are 10 to 3, or 3 to 7, Monday-Friday and every other Saturday 10 to 4. Pizza Hut has many benefits to offer: employee discount, vacation time, health insurance. Must have car. Must be able to start training Wednesday, November 3, at 10 a.m. Apply at 101 State Street Monday 10 to 12. Equal Opportunity Employer.

23. How would you apply for this job?
- Go to the employer on Wednesday, November 3.
 - Go to the employer at the specified time and location.
 - Send a resume with a cover letter to the address in the ad.
 - Telephone the employer and ask for an application and interview.
 - B or D would be appropriate.
24. To apply for this job what should the applicant have?
- health insurance.
 - a high school diploma.
 - similar work experience.
 - a car and a driver's license.

25. If you were hired for one of the positions advertised
- You will have to pay the agency fee.
 - The employment agency will pay the fee.
 - The company who hires you will pay this fee.
 - The fee will be deducted from your first month's salary.
26. A person hired for this position
- will train other applicants.
 - must be an experienced tailor.
 - will receive training while working.
 - will have little contact with others.

TAILOR TRAINEES (3)

We need hard working, outgoing people to fill these key positions. These friendly jobs will be fun and challenging. Good benefits. Salaries range from \$700-\$800. Employer paid fee.

Smith & Co.
23 N. Pickney
Madison, WI 53703

Licensed employment agency

SERVICE TECHNICIAN

Bright, promising future in institutional management field with growing Madison firm. Ambitious person with electric-mechanical background. Send resume to Box 2257 c/o New Orleans Newspaper.

27. What kinds of skills would this employer most likely expect an applicant to have?
- customer service experience.
 - food and management knowledge.
 - food supply and machine sales.
 - maintenance and repair of machines.
28. How would you apply for this ad?
- Call the newspaper for further information.
 - Send an application and resume directly to the firm.
 - Send a resume to Post Office Box 2257, Madison, Wisconsin.
 - Send a resume and cover letter to the box listed in the newspaper.
29. From reading the ad, what information would the applicant infer about this job?
- the fringe benefits.
 - the hours and salary.
 - the name of the company.
 - the general nature of the work.

Situation: Aretha is in an on-the-job training program. Her supervisor shows her how to perform a certain job and then leaves her on her own to practice the job. Instead of following her supervisor's suggestions, Aretha is thinking about ignoring the supervisor's suggestions because she thinks there is an easier way of doing the job.

30. If you were Aretha would you:
- perform the job as instructed?
 - tell co-workers about the easier way?
 - do the job the way that seems easier?
 - insist on the job being done the easier way?



Situation: Mary's supervisor has asked all the people in his section to submit vacation schedules so that he can send them in to the Division Supervisor who will make up the final vacation schedule. Mary asks for the first week in June. A few weeks later the vacation schedule is posted and Mary must take the last week in August. She is upset about this and gets angry with her Supervisor.

31. If you were Mary, would you:
- quit the job.
 - not take a vacation.
 - refuse to work with other employees.
 - express disappointment to your supervisor.

Directions: The statements below may or may not be legal rights or responsibilities of the employer. Answer "A" (on your scantron) if the statement is a legal right and "B" if the statement is not a legal right.

- Employers have the right to tell new employees when and where they must work.
- An employer has the right to lay off employees if his business is losing money.
- Employers must provide educational opportunities for employees.
- Employers have the right to determine the length of employee coffee breaks.
- Employers must pay medical and hospital costs for job-connected injuries.

Directions: Answer "A" on your scantron for the following items that illustrate acceptable behavior for a job interview. Answer "B" for the items which illustrate unacceptable behavior in a job interview.

- Arriving a few minutes early to the interview
- Addressing the interviewer by first name
- Exaggerating your qualifications to give a good impression
- Answering most questions with a "yes" or "no"
- Avoiding direct eye contact with the interviewer
- Asking when the company can be telephoned to learn of the interviewer's decision
- Discussing personal weaknesses or problems
- Starting the conversation before the interviewer does
- Speaking critically about a former employer
- Asking questions about the job

Directions: Answer "A" on the scantron for the following items that are true. Mark "B" for the items that are false.

- The trend in business today is to keep a resume to one page.
- A correctly worded career objective is: Assistant to executive where communications skills and a pleasant manner in dealing with people are needed.
- One of the goals of the cover letter is to secure a job interview.
- A follow-up letter should be mailed one week after the interview.
- A solid dark blue suit is appropriate for an interview for a man or woman.
- A suit that is conservative in cut, fabric, color, and fit is appropriate for the interview.
- Your hairstyle for the interview should be stylish and express your individuality.
- The application letter and follow-up letter should not be addressed "To Whom It May Concern." The applicant should find out the interviewer's name.
- Personal information such as age, weight, and marital status are illegal questions that cannot be asked by the interviewer.



Directions: Please answer the following questions on your scantron about YOU!

56. The number of years I have taken Agriculture/AgriScience.
57. The number of years I have taken Home Economics
58. The number of years I have taken Industrial Arts
59. The number of years I have taken Marketing Education

Years				
0	1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



That's the last one! You made it!

Thank you for completing this test!
Please make sure you have marked 59 answers
on your scantron.

APPENDIX E

Permission Letter to COE Coordinators

August 19, 1991

2~ 3~ 4~
COE Coordinator
5~ School
6~
7~, LA 8~

Dear 3~:

The Louisiana Department of Education funded a study in 1990 to update certification requirements for business and COE teachers. Although changes in certification were recommended, new questions about the 2,000 hour work experience requirement were raised. No study has documented the amount and type of work experience necessary for effective classroom teaching. You have been selected to participate in a study designed to answer these questions.

Your participation will involve one hour of your time to complete the following activities in early October:

1. Administer a 60-item objective test to your COE class on Wednesday, October 2, or the first convenient class day after this date. This test measures knowledge of employability skills and has been validated by Louisiana business teachers.
2. Secure your COE students' junior year LEAP scores and record them on the top of each student's answer sheet. WE DO NOT WANT STUDENT NAMES OR ID NUMBERS - JUST THEIR LEAP SCORES. THIS WILL NOT VIOLATE ANY STUDENT'S PRIVACY RIGHTS. IT IS LEGAL FOR YOU TO PROVIDE THIS INFORMATION.
3. Fill out an instructor questionnaire that includes questions about your professional background, your attitudes toward occupational work experience, and some basic demographic information.
4. Return the answer sheets and questionnaire in the stamped, addressed envelope provided.

The questionnaire and test should take 30 minutes to complete. It should take 10-20 minutes to retrieve the LEAP scores from student records.

Please return the enclosed postcard by August 30, 1991. If you have questions, call Kay Humphrey at 501-394-5012 or Joe Kotrlik at 504-388-5748. Thanks!

Sincerely,

Kay Humphrey, Research Assist. Joe W. Kotrlik, Professor

APPENDIX F
Return Postcard

_____ Yes! I will participate in the COE Occupational Work Experience Project.

The number of students enrolled in Cooperative Office Education class for the Fall 1991 semester is _____.

_____ No! I will not participate in the COE Occupational Work Experience Project because

_____.

2~ 3~ 4~

5~

APPENDIX G
Follow Up Letter

September 6, 1991

2~ 3~ 4~
COE Coordinator
5~ School
6~
7~, LA 8~

Dear 3~:

On August 19, we wrote and asked you and your class to participate in a study that will be administered in early October. As of today, we have not received your response.

This project, which is a follow up study of one completed last year by the Louisiana State Department of Education and LSU, will collect information to help determine the amount and type of occupational work experience that is necessary for effective classroom teaching.

Your cooperation is vital to determining the amount, type, and recency of occupational work experience that should be required for cooperative office education teachers. Participating in the study will take less than **one hour** of your time.

Please return the enclosed, postage-paid postcard by **September 13, 1991**. If you have questions, call Kay Humphrey at 501-394-5012 or Joe Kotrlik at 504-388-5748. Thanks!

Sincerely,

Kay Humphrey,
Research Assistant

Joe W. Kotrlik,
Professor

Enclosure

APPENDIX H

Letter Enclosed with Questionnaires .

September 23, 1991

3~ 4~ 5~
6~ School
7~
8~, LA 9~

Dear 4~:

Thank you for agreeing to take part in the Cooperative Office Education Work Experience Study. Employability skills tests for your students, a teacher survey, and SCANTRON answer sheets are enclosed. Please follow these instructions.

1. Please administer the 59-item objective test to your COE class on Wednesday, October 2, or the first convenient class day after this date. The students in your class have been given code numbers for your identification purposes. Student code numbers will match the line numbers with your gradebook roll.

If a student is absent on the day you administer the exam, please write "absent" on the student's scantron answer sheet.

2. Fill out the COE Coordinator questionnaire. Your questionnaire may be completed while your students are taking their tests in order to save time. The **DEMOGRAPHIC** section is vitally important. Please complete each answer.
3. Secure Math and Language Arts LEAP Scores for your COE students who were present on the day you administered the exam. Record the score on the side of each student's answer sheet in the marked area.

WE DO NOT WANT STUDENT NAMES OR ID NUMBERS - JUST THEIR LEAP SCORES.

4. Return the SCANTRON answer sheets and teacher questionnaire by October 8, 1991 in the stamped, addressed envelope provided. THE COPIES OF THE STUDENT QUESTIONNAIRE CAN BE THROWN AWAY. PLEASE RETURN ONLY THE SCANTRON ANSWER SHEETS WITH YOUR TEACHER QUESTIONNAIRE.

Thank you for your time! If you have questions, call Kay Humphrey at 501-394-5012 or Joe Kotrlik at 504-388-5748.

Kay Humphrey
Research Assistant

Joe W. Kotrlik
Professor

APPENDIX I
Reminder Postcard

October 3, 1991

Dear 4~:

Thank you for agreeing to participate in the COE study currently being conducted in Louisiana. On September 23, you were sent student tests for your class and a COE coordinator questionnaire. If you have returned the questionnaires,

Thanks!!

If you have not yet returned the questionnaires, won't you take time today to complete them and return them in the postage-paid envelope that was enclosed. Your response is important for this research study.

Kay Humphrey
501-394-2164

VITA

Kay Humphrey, daughter of Louie and Jerry Humphrey, is a native Arkansan. She graduated from Russellville High School with high honors. She received her Bachelor of Science degree in Business Education from Arkansas Tech University, Russellville, Arkansas, where she graduated with high honors. Her Master of Science degree in Vocational Education was earned at the University of Arkansas at Fayetteville. Her Specialist Degree in Business Education was earned at the University of Southern Mississippi in Hattiesburg.

Kay presently serves as a business instructor at Rich Mountain Community College (RMCC) in Mena, Arkansas, a post she has held for the past ten years. At RMCC, she has served as Chair of the last two North Central Accreditation studies. She currently serves as the Baptist Student Union Director, a part-time position she has held for the past four years. For one year, while pursuing her doctorate, she worked as a graduate assistant in the School of Vocational Education at Louisiana State University.

She is listed in "Who's Who Among College and University Students," "Who's Who Among American Women," and "Who's Who Among Young Business Professionals."


DOCTORAL EXAMINATION AND DISSERTATION REPORT

Candidate: Kay Lynn Humphrey

Major Field: Vocational Education

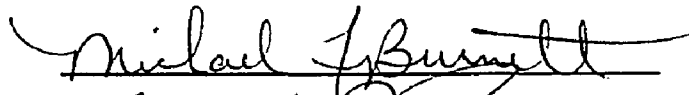
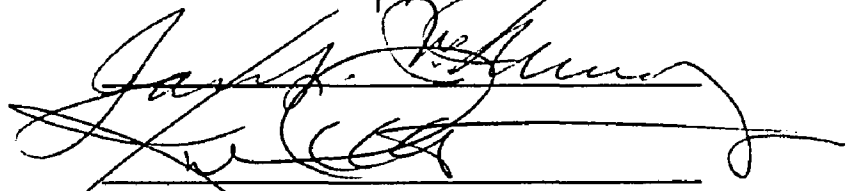
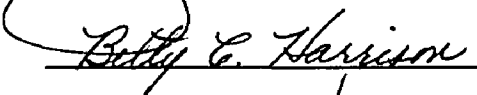
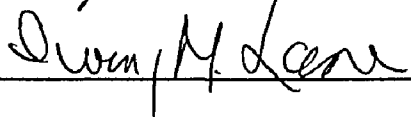
Title of Dissertation: The Relationships Among Non-Teaching Work Experience, Teacher Preparedness and Student Employability Skills in Louisiana Cooperative Office Education Programs

Approved:


Major Professor and Chairman


Dean of the Graduate School

EXAMINING COMMITTEE:

Date of Examination:

March 20, 1992